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ABSTRACT

This document contains the results of a 1994 survey on the use of user surveys by ARL (Association of Research Libraries) members. Of the responding libraries, 68% had conducted user surveys in the last 5 years. A number of these libraries (20%) reported conducting surveys at regular intervals ranging from every year to every five years. The results of the survey show that those conducting surveys are taking action based on the data collected. Seventy-six percent of the responding libraries changed a service based on survey results, although only eight performed a follow-up to evaluate the service changed. This kit also focuses on planning, designing, conducting and analyzing surveys, and incorporating the results into the decision-making process. Materials submitted by the responding libraries, which make up the major part of the kit, are organized into sections containing survey results, sample surveys, service specific surveys, reporting results, and selected readings. (DGM)

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SPEC

SYSTEMS AND PROCEDURES EXCHANGE CENTER

Kit 205

User Surveys in ARL Libraries

ED 376 834

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SPEC
SYSTEMS AND PROCEDURES EXCHANGE CENTER

Flyer 205

User Surveys in ARL Libraries

November 1994

INTRODUCTION

Many academic libraries routinely collect information about users and user needs. Although the specific reasons vary, the underlying motive is a commitment to better provide needed services. Distributed electronic access to information has increased the frequency of direct user contact, as well as the possible array of electronic services which now compete for funding with more traditional ones. These new service opportunities, along with budget reductions and the concurrent pressures of cost-effectiveness, accountability, and interest in total quality management, continue to motivate libraries to support decision-making with data collected by means of user surveys.

This SPEC Kit #205 contains the results of a 1994 survey on the use of user surveys by 69 ARL members. This kit focuses on planning, designing, conducting and analyzing surveys, and incorporating the results into the decision-making process.

SURVEY RESULTS

Of the responding libraries, 68% had conducted user surveys in the last five years. A number of these libraries (20%) reported conducting surveys at regular intervals ranging from every year to every five years. The results of this SPEC survey further show that those conducting surveys are taking action based on the data collected. Seventy-six percent of the responding libraries changed a service based on survey results, although only eight performed a follow-up to evaluate the service changed. Some institutions had recently completed their surveys and were in the process of planning changes based on the survey results.

Reasons for and Focus of the Surveys: The most frequently cited reason for conducting a survey was to evaluate an existing service. Evaluation of a new service (34%) and strategic planning (32%) were the second and third most frequently cited reasons. Additional reasons included analyzing space problems, planning or opening a new facility, participating in a complete survey of all campus services, planning for or assessing new electronic services, and initiating total quality management programs. Few libraries reported budget cuts or user complaints as reasons for conducting a survey.

Most surveys attempted to evaluate user satisfaction with existing services. Often, user surveys were designed to solicit information about multiple services. Respectively, survey questions on reference service (63%), OPAC (53%), bibliographic instruction and interlibrary loan (51% each), and circulation (45%) were the most prevalent. More than half of the respondents reported evaluating other services, including hours of operation, copy service, collection use, and physical facilities. Documenting information seeking behavior was also among the survey topics.

Planning the Survey: Information was collected about planning surveys and the degree to which staff were included in the process. The composition of groups designing the survey varied among libraries and with individual projects. The most common design team configuration reported consists of librarians and classified staff. However, 53% of the respondents reported arrangements which included not only library staff, but also faculty, students, or the members of library advisory committees.

When outside assistance was sought to design a survey, campus research centers provided the needed expertise. In a few cases, external researchers handled the entire process of designing, conducting, and reporting survey results. Books (34%) and journal articles (26%) provided information to those designing their own studies. The most frequently cited references are listed in the "Selected Readings" section.

Only 41% of the responding libraries had a budget specifically devoted to conducting the survey. Allocations ranged from $200 to $30,000. The cost of the survey did not appear to correlate with the size of the sample, but rather with costs of reproducing the instrument and analyzing the data.

Survey Methodology: An examination of promotional techniques shows that a cover letter most frequently served as the sole means of promoting participation. A small number posted or mass-mailed flyers in conjunction with the cover letter. Many other publicity avenues were cited by respondents including direct calls, library newsletters, campus newspapers, bookmarks, displays, and drawings for prizes.

The majority of libraries used a self-administered questionnaire. Some experimented with focus groups either prior to or following the distribution of the survey instrument.

Most libraries drew a sample rather than surveying the entire user population. A convenience sample was reported most often, while random, systematic, and stratified sampling methods were also used. In some cases, the sampling method used varied with the population; for example, the entire population of faculty was surveyed, but a systematic or stratified method was used for graduate and undergraduate populations. Response rates indicated ranged from 12% to 100% and directly corresponded to the sampling method used. A 100% response rate was reported for convenience samples where the questionnaire was handed directly to the subject.

The majority of respondents did not follow-up the initial distribution of the survey instrument. Those who did most often used letters and telephone contact.

Most surveys were designed to solicit information about attitudes (81%), demographics (77%), and behavior (66%), and included questions that requested data about all of these. Sample surveys returned with the SPEC questionnaire show several types of questions including open-ended, closed-ended, Likert scale, and partially closed-ended.

Collecting and Analyzing the Data: Collecting and analyzing data, and drafting the final report were performed by a number of different groups. Librarians and library administrators frequently collected the data. In addition, many respondents noted that student assistants were used to collect data, especially in cases where the survey sample was accidental, for example handing the questionnaire to the first (or n^{th}) person requesting the service being measured.

Data analysis was often performed with outside assistance (23%). The next most frequently used analysts were either administrators, librarians and administrators, or classified staff (16% each). Sometimes consultants, campus research centers, associations, individual outside researchers, or a task force assisted with data analysis.

Survey Results: Statistical tests of results were limited to frequency (89%) or descriptive statistics (53%). Final reports included in this kit contain examples of the aforementioned statistics as well as standard deviation, correlation of coefficients, and Dunn's Method for Multiple Pairwise Comparisons of Means.

Survey results were primarily distributed internally. The second most frequent distribution was to university administrators. Only 11% distributed their findings to the survey participants. Departmental and library newsletters, and campus newspapers provided alternate avenues for the distribution of results in addition to the options provided in the SPEC questionnaire.

For the question on using survey results in decision-making, some respondents checked several options. This was to show a process; for example, beginning with the administrators reviewing the results, then passing through several intermediate stages, and ending with the unit responsible for the service. However, in 60% of the cases, administrators reviewed survey results and made decisions. Dealing with survey results at the unit level was a close second (51%).

Various groups wrote the reports with no single group as the clear choice. However, the largest number (17%) of final reports were written by either library administrators or the staff delivering the service.

ISSUES AND TRENDS

Two areas remain problematic: creation of a simplistic, yet effective survey, and interpretation of both gathered and missing data.

Questionnaire construction can be time-consuming as careful attention must be given to terminology, organization, and length. A long, ambiguous survey will frustrate respondents and negatively impact response rates. The tendency to include questions about too many services should be resisted. Response rates can be improved by 1) maintaining a focus, which will also simplify data interpretation, and 2) including a scheduled follow-up with non-respondents. The utilization of the data produced by each question must be considered in advance, otherwise the resulting quantity of data may confuse rather than define the issues. Due to the difficulty in constructing a survey instrument, the responding libraries used either consultants or published surveys which they modified to fit their library environment.

Unfortunately, the interpretation of the data is sometimes difficult to translate into trends or actions, especially when considering missing data. Sampling methodology, and especially reaching non-respondents, remains a concern. More experimentation is needed on reaching those who do not respond and interpreting non-response.

SUMMARY

Despite the surrounding controversy of using surveys as a data collection method, libraries are striving to perfect this tool and utilize the results as a basis to implement service changes. Efforts are being made to expand the use of surveys beyond measuring existing services in order to design instruments that will solicit users' ideas for new service directions. Despite the work required to construct and implement the survey instrument, and to translate the results into meaningful information, those making the effort seem to be benefiting from the results of its use.

This SPEC Kit and Flyer were compiled by Elaine Brekke, Reference Librarian and CD-ROM Coordinator, Washington State University and was prepared as part of the OMS Collaborative Research/Writing Program.

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SYSTEMS AND PROCEDURES EXCHANGE CENTER

User Surveys in ARL Libraries

A SPEC Kit compiled by

Elaine Brekke
Washington State University

November 1994

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Systems and Procedures Exchange Center: Supporting Effective Library Management for Over Twenty Years

The ARL Office of Management Services has served the library community for over twenty years with programs and publications geared toward improving performance in library management. The SPEC program was established in 1973 to identify expertise and encourage its exchange among library staff through an on-going survey and review process. Originally established as an information source for ARL member libraries, the SPEC program has grown to serve the needs of the library community world-wide.

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SPEC
SYSTEMS AND PROCEDURES EXCHANGE CENTER

Kit 205

User Surveys In ARL Libraries

November 1994

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SURVEY RESULTS

ASSOCIATION OF RESEARCH LIBRARIES
OFFICE OF MANAGEMENT SERVICES

TO: SPEC Liaisons

FROM: Susan Jurow, Director/OMS
Elaine Brekke, Washington State University

DATE: July 7, 1994

SUBJ: SPEC Survey and Call for Documents on User Surveys

While user-centered services are being emphasized by many libraries, most decisions continue to be made primarily based on information gathered through direct or reference contact. With distributed access to information, users do not always need to come into the library building to gather information, and direct contact is being lost. The user survey is one tool that can be used to provide a systematic, formalized method for the collection of data on user perceptions of and needs for library services. The results can be used for program evaluation and strategic planning.

This SPEC seeks to gather information about the methodologies used to collect user information including:

1) use of surveys,

2) content of surveys,

3) methodologies used to sample,

4) analysis of results and their integration into the planning process.

The collection of documentation around the process of surveying users is important to the success of this survey. **We are especially interested in gathering as many examples as possible of user surveys that have been used recently in ARL libraries.**

Please return this survey and relevant materials to Elaine Brekke, Owens Science & Engineering Library, Washington State University, Pullman, WA 99164-3200 by **July 31.** If you have questions, please contact Elaine via email (brekkee@wsuvm1.csc.wsu.edu) or by phone (509/335-4181.)

21 Dupont Circle, Washington, D.C. 20036
202 296 8656 FAX 202 872 0884

ASSOCIATION OF RESEARCH LIBRARIES
OFFICE OF MANAGEMENT SERVICES

SPEC SURVEY - USER SURVEYS IN ARL LIBRARIES

Contact Person__________ Title__________

Library/Institution__________

Telephone__________ Email Address__________ Fax__________

♦ PLANNING

1. Has your library conducted a user survey in the past five years?
   a. 47 YES 68%
   b. 22 NO 32%
   If NO, stop and return the survey form.
   If YES, complete the remainder of the questionnaire.

2. Does your library conduct user surveys on a regular basis?
   a. 10 YES 20%
   b. 35 NO 79%

   If YES, how frequently?__________

3. What was the impetus for the survey? (PLEASE MARK ALL THAT APPLY)
   a. 15 It was part of the library's strategic plan
   b. 4 It was in response to the need to streamline due to budget cuts
   c. 16 Evaluation of new service(s)
   d. 29 Evaluation of existing service(s)
   e. 5 Marketing
   f. 3 It was a response to user complaints
   g. 21 Other, please specify__________

   (PLEASE ENCLOSE APPROPRIATE DOCUMENTS)

4. What services were evaluated? (PLEASE MARK ALL THAT APPLY)
   a. 30 Reference
   b. 19 CD-ROM search services
   c. 19 On-line search services
   d. 16 Enduser search services
   e. 13 Locally-mounted databases
   f. 2 Internet access
   g. 24 Bibliographic instruction
   h. 21 Circulation
   i. 18 Reserves
   j. 24 Interlibrary loan
   k. 25 OPAC
   l. 8 Commercial document delivery services
   m. 26 Other, please specify__________

5. Who designed the study?

a. 3 Library administrator
b. 6 Librarians delivering the service
c. 1 Classified staff delivering the service
d. 7 Combination of library administrators and librarians
e. 4 Combination of librarians and classified staff
f. 15 Combination of library administrators, librarians, classified staff
g. 24 Other, please specify

6. What assistance was used in designing the study or developing the measures? (PLEASE MARK ALL THAT APPLY)

a. 6 Specially-hired consultant
b. 13 Campus research center
c. 16 Books on the subject
    Most useful title:
d. 12 Journal articles on the subject
    Most useful title:
e. 7 None
f. 22 Other, please specify

7. Who implemented the study?	Collected data	Analyzed data	Wrote report
Library Administrators	3	7	8
Librarians delivering the service	8	6	6
Classified staff delivering the service	4	4	3
Combination of library administrators and librarians	5	7	8
Combination of librarians and classified staff	11	9	6
Combination of library administrators, librarians, classified staff	10	3	5
Other, please specify 25			

8. Was there a budget for this project?

a. 18 YES 38%
b. 26 NO 62%

If yes, how much? Range: $200 - $30,000

◆ METHODOLOGY

9. What promotional materials were used to encourage participation? (PLEASE MARK ALL THAT APPLY)

a. 4 Mass mailing of flyers
b. 10 Posted flyers
c. 2 Electronic mail messages
d. 28 Cover letter with the questionnaire
e. 7 None
f. 21 Other, please specify

(PLEASE ENCLOSE APPROPRIATE DOCUMENTS)

◆ **RESULTS**

16. Which statistics were use to analyze the data? (PLEASE MARK ALL THAT APPLY)
   a. 42 Frequencies (actual numbers, percentages, etc.)
   b. 25 Descriptive statistics (means, medians, etc.)
   c. 9 Inferential statistics (t-test, chi-square, regression, etc.)
   d. 0 Modelling
   e. 1 Other, please specify________________________________

   (PLEASE ENCLOSE APPROPRIATE DOCUMENTS)

17. How was the information disseminated? (PLEASE MARK ALL THAT APPLY)
   a. 2 Results distributed to respondents
   b. 39 Internal library report
   c. 17 Report to university administrators
   d. 3 Executive summary distributed to respondents
   e. 9 Executive summary distributed to the university community
   f. 15 Library newsletter
   g. 21 Other, please specify________________________________

   (PLEASE ENCLOSE APPROPRIATE DOCUMENTS)

18. How was the information used to influence decision-making?
   a. 7 Library administrators appointed a task force which reviewed results and recommended changes
   b. 28 Library administrators reviewed the results and made decisions
   c. 24 Results went to units responsible for service to implement changes
   d. 1 Not used
   e. 1 Other, please specify________________________________

   (PLEASE ENCLOSE APPROPRIATE DOCUMENTS)

19. Was a service changed based on the results of the user survey?
   a. 31 YES
   b. 12 NO
   If yes, which service(s)________________________________

20. If a service was changed based on the data supplied by a user survey, was there a follow-up to evaluate the impact of the change?
   a. 8 YES
   b. 21 NO

21. Please comment here on other methods used to collect user information (i.e. suggestion box, bulletin board, etc.)

10. Did you

a.__10__Survey the entire population?
b.__27__Draw a sample?

If the entire population was surveyed, move to question 13.

11. If a sample was drawn, what sampling method was used?

a.__5__simple random sample
b.__4__systematic sampling
c.__4__stratified sample
d.__0__cluster sampling
e.__14__convenience or accidental sampling
f.__2__judgment or purposive or expert sampling
g.__0__quota sampling

12. If a sample was drawn,

a. how large was it? Range: 50 - 15,500

b. how many respondents? Range: 50 - 6,038

13. What methods were used to conduct the survey? (PLEASE MARK ALL THAT APPLY)

a.__31__Self-administered questionnaire
b.__1__Personal interviews
c.__1__Telephone interviews
d.__3__Focus groups
e.__0__Other, please specify____________________

(PLEASE ENCLOSE APPROPRIATE DOCUMENTS)

14. What was measured? (PLEASE MARK ALL THAT APPLY)

a.__38__Attitudes
b.__31__Behavior
c.__12__Beliefs
d.__36__Demographic data
e.__8__Other, please specify____________________

15. What follow-up procedure was used for non-response?

a.__12__Letter
b.__6__Telephone
c.__1__Electronic mail
d.__30__None
e.__0__Other, please specify____________________

List of Responding Institutions

Alabama
Alberta
Arizona
Arizona State
Boston Public
British Columbia
Brown
Cal, Davis
Cal, Irvine
Cal, Los Angeles
Cal, Riverside
Center for Research Libraries
Chicago
Colorado
Colorado State
Connecticut
Dartmouth
Emory
Georgetown
Georgia
Guelph
Harvard
Hawaii
Houston
Howard
Illinois-Urbana
Iowa
Iowa State
Johns Hopkins
Kent
Laval
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Louisiana
McMaster
Maryland
MIT
Minnesota
Missouri
Nebraska
New York Public
North Carolina
North Carolina State
Northwestern
Notre Dame
Oklahoma
Pennsylvania
Pennsylvania State
Princeton
Purdue
Rice
Rochester
Saskatchewan
Smithsonian Institution Libraries
Southern California
Southern Illinois
SUNY Albany
SUNY Buffalo
SUNY Stony Brook
Syracuse
Temple
Texas
Texas A&M
Tulane
Utah
Virginia
Virginia Tech.
Washington
Waterloo
Wisconsin

SAMPLE SURVEYS

University of Alberta
Edmonton
Canada T6G 2J8

University Library

March 11, 1994

Dear Student,

Please help us to help you!

The Library today is confronted by forces of change on several fronts. The Information Revolution that was described in the 1980's is coming to fruition in the 1990's and emerging from this revolution is a different information environment and by extension a changing library environment.

Computing technology has not only contributed to the explosion of information that is available, but has also altered the basic ways by which it is organized, searched for, retrieved, and processed. But, the sheer volume of information combined with significant reductions in University funding, necessitates a redefinition of the services we provide.

Prior to undertaking those tasks, we would like to consult with members of our community. You have been selected as a representative of the student population.

The enclosed questions seek to describe your use of the Library, and your information needs in the context of change. Please complete the questionnaire, and return it to us by **April 1, 1994**.

In order to achieve a good response rate, thereby enriching our data, as well as demonstrating our appreciation of the time you spend in responding to our survey, we are offering as a token a copy card valued at $4.00. To collect this card, please bring your completed questionnaire to Financial Systems, 5th floor, Cameron Library. Alternatively, we have enclosed a postage paid envelope if you wish to return your questionnaire by mail. However, you must bring your questionnaire in if you wish to receive a copy card.

As always, time is of the essence; your prompt reply is most appreciated. Thank you very much for your assistance.

I remain, sincerely yours,

Ernie Ingles
Director of Libraries

University of Alberta Libraries

YOUR LIBRARY IN TRANSITION

MARCH 7, 1994

In light of impending financial cuts, the Library System at our University is preparing for major changes in the way our staff provide you with the information and services that you require in your studies and research. Through this survey, we are seeking your advice and comments about the directions being considered for the Library System. We would appreciate your completion of the following questionnaire, which should take about 20 minutes. Be assured that all of your answers will be treated confidentially.

University
of
Alberta

18

1) Have you used a Library service or facility at the University of Alberta within the past year? (check one)

☐ Yes (Go to Question 2)
☐ No (Continue with 1b and then go to Question 18.)

b. What are the reasons why you have not used the University's Library within this period?

(Go to Question 18)

2) We would like to know about your use of campus libraries for studying and your use of Library services and material. To begin, how many hours do you spend in campus libraries during a typical week?

Total number of hours during a typical week: ____________

3) The next three questions will ask about your use of libraries to study as opposed to use of services and materials. Thinking just about the places during a term of university where you do your studying, that is, a place to read, take notes and write, approximately what proportion of that time is spent studying in a campus library? (please report a percentage)

___ ___ ___ percent

4) Please indicate the libraries where you spend the most time studying. Use 1 to indicate the most frequently used library, 2 the next most frequently used and 3 for the third most used library.

		Please Indicate Only Three
a	Canadian Circumpolar (Cameron, B03)	____
b	Computing Science (GSB)	____
c	Faculte St. Jean	____
d	Government Docs (Cameron, 4th Floor)	____
e	HT Coutts Education Library	____
f	Humanities & Soc Sci (Rutherford North)	____
g	JA Weir Law Library	____
h	JW Scott Health Sciences	____
i	Mathematics (CAB)	____
j	Periodicals (Rutherford South, 2nd Floor)	____
k	Physical Sciences (Chem)	____
l	Sci/Tech (Cameron, 1-3 Floors)	____
m	Study Hall (Rutherford South, 1st Floor)	____
n	Winspear (Business)	____
o	Other (please specify)	____

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5) a If you consider the core hours of Library service to be from 10 00 a m until 6 00 p m , what are the typical times and days of the week when you would use a campus library for **studying** during core hours? (check all that apply)

	10 00am-12 00pm	12 00pm-2 00pm	2 00pm-4 00pm	4 00pm-6 00pm
Monday-Thursday	☐	☐	☐	☐
Friday	☐	☐	☐	☐
Saturday	☐	☐	☐	☐
Sunday	☐	☐	☐	☐

b Considering hours outside of the core, what are the typical times and days of the week when you would use a campus library for **studying**? (check all that apply)

	8 00am-9 00am	9 00am-10 00am	6 00pm-7 00pm	7 00pm-8 00pm	8 00pm-9 00pm	9 00pm-10 00pm	10 00pm-11 00pm	11 00pm-Midnight
Monday-Thursday	☐	☐	☐	☐	☐	☐	☐	☐
Friday	☐	☐	☐	☐	☐	☐	☐	☐
Saturday	☐	☐	☐	☐	☐	☐	☐	☐
Sunday	☐	☐	☐	☐	☐	☐	☐	☐

6) *Now, think about the times when you need Library services and materials (e g , searching for material, borrowing materials, getting assistance from reference staff, using reserve reading) Where do you go for these services and materials? Use 1 to indicate the most frequently used library, 2 the next most frequently used and 3 for the third most used library*

Please Indicate Only Three

a Canadian Circumpolar (Cameron, B03) ____
b Computing Science (GSB) ____
c Faculte St Jean ____
d Government Docs (Cameron, 4th Floor) ____
e HT Coutts Education Library ____
f Humanities & Soc Sci (Rutherford North) ____
g JA Weir Law Library ____
h JW Scott Health Sciences ____
i Mathematics (CAB) ____
j Periodicals (Rutherford South, 2nd Floor) ____
k Physical Sciences (Chem) ____
l Sci/Tech (Cameron, 1-3 Floors) ____
m Study Hall (Rutherford South, 1st Floor) ____
n Winspear (Business) ____
o Other (please specify) ____

____

7) Again just thinking of the core hours from 10 00 a m until 6 00 p m , what are the typical times and days of the week when you would use a campus library for **materials or services**? (check all that apply)

	10 00am-12 00pm	12 00pm-2 00pm	2 00pm-4 00pm	4 00pm-6 00pm
Monday-Thursday	☐	☐	☐	☐
Friday	☐	☐	☐	☐
Saturday	☐	☐	☐	☐
Sunday	☐	☐	☐	☐

b Now, considering those hours outside of the core, what are the typical times and days of the week when you would use a campus library for **materials and services**? (check all that apply)

	8 00am-9 00am	9 00am-10 00am	6 00pm-7 00pm	7 00pm-8 00pm	8 00pm-9 00pm	9 00pm-10 00pm	10 00pm-11 00pm	11 00pm-Midnight
Monday-Thursday	☐	☐	☐	☐	☐	☐	☐	☐
Friday	☐	☐	☐	☐	☐	☐	☐	☐
Saturday	☐	☐	☐	☐	☐	☐	☐	☐
Sunday	☐	☐	☐	☐	☐	☐	☐	☐

8) We would like you to evaluate the **importance** of a number of services and facilities provided by the Library Specifically, we would like you to indicate how important each service or facility is to your studies and research Indicate your response by circling one of the levels on the following five-point scale If you are not familiar with the service or facility, circle 0

A. Study Space and Facilities	very unimportant				very important	not familiar
1 Availability of individual study carrels	1	2	3	4	5	0
2 Availability of open study tables	1	2	3	4	5	0
3 Availability of study rooms in the Library	1	2	3	4	5	0
4 A comfortable physical environment (e g , room temperature, lighting, cleanliness and noise level)	1	2	3	4	5	0
5 Feeling personally secure while in the Library	1	2	3	4	5	0
6 Availability of signs and directional aids	1	2	3	4	5	0
7 Readily available photocopiers or microform copiers	1	2	3	4	5	0
8 Access to microcomputer labs (Law & Cameron)	1	2	3	4	5	0
9 Having the Library buildings open daytime hours during the week	1	2	3	4	5	0
10 Having the Library buildings open evening hours during the week	1	2	3	4	5	0
11 Having the Library buildings open during the weekend	1	2	3	4	5	0
12 Having the Library buildings open extended hours for study only during exam periods	1	2	3	4	5	0

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	Very unimportant				Very important	Not familiar
B. Collection Availability and Access						
13 The book collection	1	2	3	4	5	0
14 The journal and periodical collection	1	2	3	4	5	0
15 Browsing books on the shelves	1	2	3	4	5	0
16 Condition of materials in the Library (e.g., proper binding and repair)	1	2	3	4	5	0
17 Timeliness of material in your subject area	1	2	3	4	5	0
18 Availability of Inter-library loan services (obtaining material from other libraries)	1	2	3	4	5	0
19 Printed indexes to journals and periodicals	1	2	3	4	5	0
20 CD-ROM indexes to journals and periodicals	1	2	3	4	5	0
21 Having CD ROM stations available when Library buildings are open but no reference staff is available	1	2	3	4	5	0
22 The on-line catalogue (The Gate)	1	2	3	4	5	0
23 Ready access to a Gate terminal	1	2	3	4	5	0
24 Reserve reading materials	1	2	3	4	5	0
C. Circulation Services						
25 Borrowing books	1	2	3	4	5	0
26 Borrowing journals and periodicals	1	2	3	4	5	0
27 Having materials promptly re-shelved	1	2	3	4	5	0
28 Having lost materials located by Library staff	1	2	3	4	5	0
29 Having material that is out on loan held for you when it is returned	1	2	3	4	5	0
30 Having material that is out on loan recalled and held for you when it is returned	1	2	3	4	5	0
31 Having circulation and reserve reading services open daytime hours during the week	1	2	3	4	5	0
32 Having circulation and reserve reading services open evening hours during the week	1	2	3	4	5	0
33 Having circulation and reserve reading services open during the weekend	1	2	3	4	5	0
D. Reference and Instructional Services						
34 Availability of Library staff to answer reference and research questions	1	2	3	4	5	0
35 Availability of handouts and quick guides describing materials or search strategies	1	2	3	4	5	0
36 Classroom or group instruction given by Library staff	1	2	3	4	5	0
37 Availability of on-line database searching services for a fee	1	2	3	4	5	0
38 Having reference desk service open daytime hours during the week	1	2	3	4	5	0
39 Having reference desk service open evening hours during the week	1	2	3	4	5	0
40 Having reference desk service during the weekend	1	2	3	4	5	0

9) Of the 40 items listed in the previous question, select up to five services or facilities that you would **definitely not want to see reduced or eliminated** Use the number identifying each service (1 to 40) to indicate your selection

a First service ____
b Second service ____
c Third service ____
d Fourth service ____
e Fifth service ____

10) Now, please report up to five services or facilities that you would be **willing to see reduced or eliminated** Use the number identifying each service (1 to 40) to indicate your selection

a First service ____
b Second service ____
c Third service ____
d Fourth service ____
e Fifth service ____

In the next section, we would like to ask you about your experiences with a couple of services offered by the Library, about your feelings toward some possible changes in service, and about your satisfaction with the Library.

---

11) a Have you ever received any classroom or group instruction by Library staff in the use of the Library or about the methods of conducting library research?

☐ Yes (Answer Question 11b)
☐ No (Go to Question 12a)

b If YES, how useful overall has this instruction been to your studies?

☐ Very Useful
☐ Useful
☐ Slightly Useful
☐ Not at all Useful
☐ Not Sure

12) a Have you ever received any individual instruction or information/reference assistance from Library staff at a Reference Desk?

☐ Yes (Answer Question 12b)
☐ No (Go to Question 13)

b If YES, how useful overall has this service been to your work?

☐ Very Useful
☐ Useful
☐ Slightly Useful
☐ Not at all Useful
☐ Not Sure

13) Academic libraries are moving from having materials readily available on campus to acquiring many materials as required through document delivery services. We would like to know what you consider to be acceptable delivery times and when you would be willing to pay for faster delivery.

a What do you consider to be an acceptable time period for the delivery of a book or the delivery of an article from a periodical or journal through document delivery? (report the amount of time in units of hours, days or weeks, e.g., 4 hours, or 1 day, or 1 week, etc.)

a) a book ____________________

b) an article from a periodical or journal ____________________

b *We can often acquire certain materials quickly, but at a higher cost. Would you be willing to pay for document delivery services to receive materials within 4, 24, or 48 hours?*

	Yes	No
a) 4 Hours	☐	☐
b) 24 Hours	☐	☐
c) 48 Hours	☐	☐

c Would you be willing to place and pay for your own loan requests through a commercial document delivery service outside of the Library?

☐ Yes
☐ No

14) The Library may have to introduce fees to recover the cost of continuing some services. Which of the following should be offered on the basis of a fee for service?

	Yes	No
a Classroom and group instruction in the use of the Library	☐	☐
b Inter-library loan or document delivery	☐	☐
c Document delivery from the Library to your residence	☐	☐
d Your own copy of reserve reading materials	☐	☐
e Reference/research consultation with Library staff	☐	☐
f Having circulated material recalled and held on request	☐	☐
g Handouts and quick guides describing materials or search strategies	☐	☐

We welcome your suggestions about other services or facilities that you think should be considered for a fee-for-service. Please offer your comments here.

15) Overall, how satisfied are you with library services at the University of Alberta?

☐ Very Dissatisfied
☐ Dissatisfied
☐ Slightly Dissatisfied
☐ Slightly Satisfied
☐ Satisfied
☐ Very Satisfied

16) Using the University of Alberta nine point grading system, what grade would you give the Library System for how well it performs? (circle one)

1 2 3 4 5 6 7 8 9

17) What one service or function would you like to see the Library improve or change? Please describe how the Library might do this?

18) An increasingly important approach to library services is the electronic library. Among its services are electronic delivery of materials and network access to searchable indexes and abstracts. The image of this approach is one of students sitting at their desks using a computer to access the library materials and services that they require. What priority would you assign to implementing electronic library services? (check one)

☐ High Priority
☐ Middle Priority
☐ Low Priority
☐ Not a Priority at All
☐ Not Sure

19) To assist people in becoming self sufficient in the use of electronic library services, a variety of support may be required. What type of support would you need to be able to use electronic library services? (check all that apply)

☐ Detailed user handouts
☐ Technical information posted on-line,
e.g., on the Campuswide Information System (CWIS)
☐ Basic instruction from the Library's reference desk service
☐ Detailed training and instruction in this area
☐ Computing and Network Service's help desk
☐ Access to computing equipment
☐ Other (please specify)

____

20) Computing skills will be an important factor in being able to use information in the electronic library. What is your skill level in each of the following computing activities? (check one)

	None	Poor	Fair	Good	Excellent
a Word processing	☐	☐	☐	☐	☐
b Electronic mail	☐	☐	☐	☐	☐
c The Gate (the Library's on-line catalogue)	☐	☐	☐	☐	☐
d Searching bibliographic or numeric data bases (e.g., Cansim, Medline, ERIC, MLA, Biological Abstracts)	☐	☐	☐	☐	☐
e Network/Internet applications (e.g., the Campuswide Information System (CWIS), telnet, newsgroups)	☐	☐	☐	☐	☐
f Uploading/downloading files (e.g., cd-rom file or ftp downloading)	☐	☐	☐	☐	☐

We would like to obtain some information about you to help describe the characteristics of those responding to the survey. This information will be treated confidentially and will *never* be used to identify you personally

21) In which faculty are you registered or affiliated?

☐ Agriculture, Forestry and Home Economics
☐ Arts
☐ Business
☐ Dentistry
☐ Education
☐ Engineering
☐ Faculté Saint-Jean
☐ Other (please specify) ____________________

☐ Law
☐ Medicine
☐ Native Studies
☐ Nursing
☐ Pharmacy and Pharmaceutical Sciences
☐ Physical Education and Recreation
☐ Rehabilitation Medicine
☐ Science

22) What year are you in your studies? (check one)

☐ 1st year of Undergraduate study
☐ 2nd year of Undergraduate study
☐ 3rd year of Undergraduate study
☐ 4th year or higher of Undergraduate study
☐ 1st year of a Master's program
☐ 2nd year or higher of a Master's program

☐ 1st year of a PhD program
☐ 2nd year or higher of a PhD program
☐ Other (please specify)

____

23) Using the University of Alberta's nine-point grading system, approximately what was your average GPA last term?

__________ GPA

24) What is your current enrollment status? (check one)

☐ Full-time student
☐ Part-time student
☐ Part-time student, evening courses only
☐ Special student

25) Are you female or male?

☐ Female
☐ Male

26) During the past term, where did you live?

☐ On campus
☐ Off campus
☐ Both (moved during the term)

27) Where do you consider your permanent residence? (check one)

☐ Edmonton
☐ A community within 100km of Edmonton
☐ Elsewhere in Alberta
☐ BC, Saskatchwan, Yukon, NWT, Manitoba
☐ Ontario
☐ Quebec
☐ NS, PEI, NB, Newfoundland
☐ The United States
☐ Outside Canada and the US (please specify) ____________________

28) Choice and convenience have become an important option in the delivery of courses. Are you currently enrolled in a post-secondary institution other than the University of Alberta?

☐ Yes (please specify) ____________________
☐ No

29) Are you currently enrolled in a University of Alberta course through some distance education means (for example, video-conferencing, the collaborative nursing program, or the instructor travels to a remote site)?

☐ Yes
☐ No

30) We invite you to comment about any of the items in this questionnaire which you would like to discuss in more detail or about any additional remarks or suggestions you have regarding the Library and its services.

Thank you for your time and thoughtful reply to this survey. Please return your completed questionnaire in the enclosed envelope before April 1st.

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EMORY UNIVERSITY GENERAL LIBRARIES

Brief User Questionnaire

Today's date __________________ Time of day _______________

Mon ___ Tues ___ Wed ___ Thurs ___ Fri ___ Sat ___ Sun ___

Hello. My name is __________________, and I'd like to ask you a few questions about your use of the Woodruff Library today. This will only take a few minutes, and we really appreciate your assistance. The information you provide will be held strictly confidential, and will help us improve library services.

1. **Are you a student, member of the faculty, or on staff of Emory University?**

Undergraduate student	( )	Go to question 2
Graduate student	( )	Go to question 2
Faculty	( )	Go to question 3
Staff	( )	Go to question 4
NO	( )	Go to question 5

2. **STUDENT: In what school or college are you currently enrolled?**

Emory College	( )
Graduate School	( )
Business School	( )
Law School	( )
Medical School	( )
Nursing School	( )
Oxford College	( )
Public Health	( )
Theology School	( )

3. **FACULTY: In what school or college do you hold your appointment?**

Emory College ( )

Graduate School ( )

Business School ( )

Law School ( )

Medical School ( )

Nursing School ( )

Oxford College ( )

Public Health ( )

Theology School ( )

4. **STAFF: In what department or unit do you work?** ____________________________________

5. **VISITOR:**

Student ( )

Where are you currently enrolled? ____

Other ( )

What is your home library or other institutional affiliation?

____

6. Did you use any books, journals, microforms or other library materials in the library today?

Books	( )
Journals	( )
Microforms	( )
Other	( )
Specify ______________________________	
No	( )

7. Did you check any library materials out?

Books	Quantity __________	( )
Journals	Quantity __________	( )
Other	Quantity __________	( )
	Specify ______________________________	
No		( )

8. Did you ask to have any items recalled from another borrower?

Yes	( )
No	( )

9. Did you use any of the computers in the library today?

DOBIS (Online catalog)	( )
Other	( )
No	( )

10. **Did you use the services of any of the Reference Desks today?**

General Reference (Main floor) ( )
Business Reference (Main floor) ( )
Science Reference (Ground floor) ( )
Government Documents (Ground floor) ( )
Special Collections (Top floor) ( )
No ( )

11. **Did you use any other services in the library today?**

Interlibrary loan ( )
Copy Services (any machine in the building) ( )
FITC (Faculty Information Technology Center) ( )
Other ( )
Specify ______________________________
No ( )

12. **Did you come to the library for some other purpose not described above?**

Regularly scheduled class ( )
Library instruction session ( )
Studying ( )
Other ( )
Specify ______________________________

Thank you for taking the time to complete this survey today.

We appreciate your help in our ongoing efforts to improve library services.

Dear Student:

This survey about the University Library is being conducted as part of Northwestern's Program Review process. Your responses will be invaluable to the University in making recommendations for the future of the University Library. Thank you in advance for your cooperation.
If you have already completed one of these surveys do not complete this one.

Return via campus mail or deliver by May 15, 1991 to:

Richard Tischler
Senior Assistant to the Vice President
Office of Administration and Planning
Crown 2-121
Evanston Campus

University Library Student Questionnaire

Note: the following survey **does not apply** to the University's Law, Medical, or Dental libraries.

Your school or college affiliation ____________ Department ____________

Number of years at Northwestern ____ Sex: ☐ F ☐ M

Undergraduate: ☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior

Graduate: specify degree program ______________

1. How frequently do you use Northwestern's library for the following? (Please exclude attending classes in the library.)

	Frequently	Infrequently	Not at all
Research			
Course-related reading			
Study space			
Recreational reading			
Meeting place			
Other (please specify) __________			

2. Assess the adequacy of the Library's collections for your work. (Check the most appropriate category.)

	Excellent	Very Good	Fair	Inadequate	No Opinion
Journals and Magazines: for class assignments (including term papers)					
research (e.g. theses, dissertations, independent study)					
Books: for class assignments (including term papers)					
research (e.g. theses, dissertations, independent study)					
Electronic information sources (e.g. CD-ROMS)					
Non-print media (e.g. videos, sound recordings, photos)					
Newspapers					
Other printed materials (e.g. printed music, flat maps, microforms, government documents, technical reports)					
Archives and manuscript collections					

3. How often are you **unable** to find the materials you need in the Library? (Check one.)

- ☐ frequently
- ☐ infrequently
- ☐ never

4. When you cannot find materials you need in the Library, is it because: (Check the most appropriate category.)

	Frequently	Infrequently	Never	No Opinion
The Library does not own the material				
The material is checked out				
The material is not where it is supposed to be				
The material has been mutilated or vandalized				

5. How would you judge your ability in using the information resources of the Library? (Check one.)

☐ Excellent
☐ Very Good
☐ Good
☐ Fair
☐ Inadequate
☐ No Opinion

Questions 6-8 ask you to evaluate the level of adequacy of the libraries and parts of the libraries you use most heavily. For each, rate the adequacy using the following scale:

1 = Excellent
2 = Very Good
3 = Good
4 = Fair
5 = Inadequate
0 = No Opinion

6. For the libraries you use most heavily, indicate the adequacy of the following:

Library	Hours	Collections	Quality of Service	Quality of Facility and Equipment
Main and Deering				
Science and Engineering				
Geology				
Math				
Schaffner				

7. Indicate the adequacy of each of following elements using the scale below:

1 = Excellent
2 = Very Good
3 = Good
4 = Fair
5 = Inadequate
0 = No Opinion

Main/Deering Units	Hours	Collections	Quality of Service	Quality of Facility and Equipment
Africana				
Art Collection				
Core				
Curriculum				
Government Publications				
Maps				
Media Center				
Music				
Newspaper/Microtext				
Periodicals Room				
Reference Room				
Special Collections				
Transportation				
University Archives				

8. Indicate the adequacy of the following services in the libraries you use most frequently using the same scale as above.

_____ Circulation
_____ Interlibrary Loan
_____ Information Desk
_____ Reserve Book Room

9. Do you have any comments on the Library units listed in questions 6-8 ?

10. If you use libraries other than those at NU at least once a quarter, which ones do you use? (Check all that apply.)

- ☐ Evanston Public (for other than recreational reading)
- ☐ Loyola University
- ☐ University of Chicago
- ☐ Newberry
- ☐ Argonne
- ☐ Other (please specify)_______________

11. If you use libraries other than those at NU at least once a quarter, why? (Rank in order of importance. 1 = most important, 6 = least important)

_____ I need books NU Library does not own
_____ I need journals and magazines NU Library does not own
_____ I need electronic resources NU Library does not own
_____ I find other libraries easier to use
_____ Other libraries are more convenient to where I work or live
_____ Other (please specify)_______________

12. What materials do you expect to find in a research library that are not available to you at Northwestern?

____

13. How useful would it be for you to have access to the following through LUIS, the Library's online catalog? (For each category check the most appropriate box.)

	Very Useful	Somewhat Useful	Not Very Useful
Materials now only in the card catalog (most pre-1970 books)			
Indexes to journal articles			
Catalogs of other libraries			
Information about computerized data sets held elsewhere on campus (e.g. survey data)			
The library's collection of government publications			

14. From which source have you learned the most about using libraries and information sources? (Check **only** one.)

☐ librarians
☐ faculty
☐ classmates or friends
☐ library publications/handouts
☐ trial and error
☐ other (please specify) ______________________

15. Has a librarian ever provided instruction to one of your classes about information resources?
☐ yes ☐ no

If yes, how useful did you find that to be? (Check one.)

☐ very useful
☐ somewhat useful
☐ not very useful

The University Library is grateful for your responses.

Feel free to use the space below to provide additional comments.

Rice University

Person Called ______________________________ **Date of Call**________________

Caller:____________________________________ **Date Survey Sent**________________

Hello. I'm ____________ at the Fondren Library. The library is getting ready to conduct a survey to get the views of all faculty members for planning purposes. I would like to ask you a few preliminary questions that will take, at most, four or five minutes to answer. Will you please help us?

1.1 How often during the past year and a half, from September, 1990 through January, 1992, have you used the Fondren Library or the smaller libraries in the Jones School and the Mudd Building? You could have used the libraries yourself, sent a research assistant, or called on the phone.

__0 Not at all (GO TO NEXT PAGE, QUESTION 1.5)
__1 One to three times a year
__2 One to three times a semester
__3 One to three times a month
__4 One to three times a week
__5 Almost every day

1.2 Which areas of the Rice University Libraries did you use in the past year and a half? I'll give you an area and you tell me if you used it.

__5 The LIBRIS on-line catalog
__6 Reference services at the reference desk in Fondren, in person or by phone
__7 Circulation services, first floor of Fondren
__8 Interlibrary Loan, basement
__9 Woodson Research Center, first floor of Fondren
__10 Brown Fine Arts Library, third floor
__11 Computing Reference Area, the small journal and book collection in Mudd Lab
__12 Center for Scholarship and Information, the Mac and IBM labs in Fondren
__13 Government Publications, basement
__14 Business Information Center, the reading room in Herring Hall

1.3 Did you access LIBRIS, the on-line catalog, remotely from your home, office, or lab?

___1 Yes
___2 No

1.3 (If yes) What method did you use?

___1 Modem and software: Brand of software________________
___2 DTI and software: Brand of software________________
___3 Network

1.4 Have you ever taken a library tour or attended an orientation session conducted by a library staff member?

___Yes
___No

1.4.1. (If yes) What kind of orientation was it?

___General orientation
___LIBRIS instruction
___Course-related instruction
___Other: ______________________________________

We'd like to send you a survey covering the general library collections plus those areas you have specifically mentioned. Since we're interested in only those areas you have used, the survey is very focused and can be completed quickly; most of the questions just require you to check off an answer. May we send it to you please? <Pause>

___ Yes: Thanks very much. It will be in the campus mail shortly. Please fill it out as soon as possible and use the return envelope when you are finished. We appreciate your help. If you have any questions or comments about the library or this survey, be sure to let someone on the library staff know. Thanks again.

___ No: We're sorry we'll miss the benefits of your experience and opinions, but thanks for your time. Please feel free to bring specific problems to the attention of the library staff at any time.

1.5 ONLY For faculty who have not used the library

1.5.1 During the last year and a half, did you access LIBRIS, the on-line catalog, remotely from your home, office, or lab?
___1 Yes
___2 No
1.5.1.1 If yes, what method do you use?
___1 Modem and software
Brand of software________________
___2 DTI and software
Brand of software ________________
___3 Network

1.5.2. Could you tell us, in a few words, your main reasons for not needing or using the library in the last year and a half?

____

____

____

1.5.3. What might the library do to be more useful to you?

____

____

____

Thanks very much for your participation in our survey. We'll be sharing the results of the survey later this spring. If you have any questions or comments about the library or this survey, be sure to let someone on the library staff know. Again, thanks for your help.

RICE

The Fondren Library

21 February 1992

Dear Faculty Member,

As part of its strategic planning effort, Fondren Library is conducting a survey of our principal library users. Since we especially value the input of our faculty, your opinions are critical in planning our future growth and direction. This survey covers the general collection plus those areas of the library that you mentioned in a recent phone conversation with one of our staff members. (For that reason, the numbering system may appear to be haphazard.)

If you have additional comments or concerns on anything having to do with the library, please include them. Notes may be written anywhere, but we left room on the last page for general comments. All your remarks will be treated as confidential and shared as part of an aggregate report only.

Please return the survey by March 13th so that we will have ample time for data analysis. We will be sharing our results later in the spring.

If you have any questions about the survey, please feel free to call Kay Flowers, Assistant University Librarian (x2562, x5127) or Beth Shapiro, University Librarian (x4022, x2591).

Thank you for your time. Your experiences and opinions are very important to us.

Sincerely yours,

The Survey Task Force
Kay Flowers
Barbara Halbert
Sara Lowman
Heather Phillips
Sophy Silversteen

Name (OPTIONAL): ____

1. **Demographics:**
Tell us a little about yourself so that we may understand what you and your peers need in the library.

1.1. Status
___Full time faculty member
Department ____________________
Rank: ___1 Professor
___2 Associate Professor
___3 Assistant Professor
___4 Instructor
___5 Lecturer
___6 Other:________________________

___7 Part-time faculty member or adjunct faculty member
Rank ________________________
Department ____________________

___8 Post-doctorate fellow/ research associate
Department ____________________

___9 Staff member
Department________________________

___10 Other; please explain____________________

1.2. How many years have you been at Rice?
___1 Less than 1 year
___2 1 to 5 years
___3 6 to 10 years
___4 11 to 20 years
___5 Over 20 years

In the sections that follow, we will ask you about your use of the different services and collections of the Rice University libraries based on our previous phone conversation. Please respond in terms of your usage over the last year and a half, from September 1990 through January 1992.

2. General Use Information:

We would like to know how you find information.

2.1. Over the past year and a half, what sources did you use to obtain information for your research or classes? (Please check all that apply.)

___1 Fondren Library
___2 Interlibrary Loan
___3 Papers and reports from colleagues
___4 Your own collection of books, journals, and articles
___5 Your department's collection of books, journals, and articles
___6 Conferences
___7 Other libraries (on-site visits)

2.1.1 What were the three most useful sources of information in the past year and a half?

______ ______ ______

2.1.2 If you visited other libraries, which ones? (Please check all that apply.)

__ I didn't use other libraries.
__ University of Houston
__ HAM-TMC (Medical Center)
__ Texas Southern University
__ Houston Public Library
__ University of St. Thomas
__ Houston Baptist University
__ Other (please specify)________________________________

2.1.3 Why did you use other libraries? (Please check all that apply.)

__ They have materials Fondren lacks.
__ They have materials that are too often checked out at Fondren.
__ They are closer to where I live.
__ Other? Please explain: ____

2.2. Why did you use Fondren Library over the past year and a half? (Please check all that apply.)

___ To find a specific book or journal (whose title you already knew)
___ To work with material you brought into the library with you
___ To use course reserve material
___ To use the online catalog (LIBRIS)
___ To seek information on a particular subject
___ To request an interlibrary loan
___ To use library equipment (copiers, microfilm readers, computers)
___ To get information (copy articles, etc.) for someone else
___ To work in your carrel
___ Other (please specify)________________________________

2.3. Did you write a paper or book in the past year and a half that required any library resources?

___1 Yes
___2 No

2.4 What arrangement do you prefer for current periodicals? Please pick one.

___1 By title, no subject arrangement
___2 By call number, subjects together according to Library of Congress classification

2.5 What arrangement do you prefer for bound periodicals? Please pick one.

___1 By call number, interfiled with the books
___2 By call number in a separate area of the building (all journals together).

3. General collection questions:

3.1 Describe your experiences with the library's collections over the last three semesters using the following scales. Use N/A for Not Applicable. Please circle your answer.

	Not Applicable	Not met at all	Met Completely
To what degree did the library's collection of books meet your research needs?	N/A	1——2——3——4——5	
To what degree did the library's periodical collection meet your research needs?	N/A	1——2——3——4——5	
To what degree did the library's collection of books meet the needs of your graduate students?	N/A	1——2——3——4——5	
To what degree did the library's periodical collection meet the needs of your graduate students?	N/A	1——2——3——4——5	
To what degree did the library's book collection meet your teaching needs and the needs of your undergraduates?	N/A	1——2——3——4——5	
To what degree did the library's periodical collection meet your teaching needs and the needs of your undergraduates?	N/A	1——2——3——4——5	
To what degree did the library's foreign language materials in your field meet your needs?	N/A	1——2——3——4——5	

3.2 How important is "Grey literature" (fugitive materials, preprints, etc.) to your research?

N/A Not important 1——2——3——4——5 Very important

3.3. In the last year and a half, did you hear complaints from students about a lack of any needed materials?

___1 Yes
___2 No

3.4. In the last year and a half, how did you identify needed research information? (Check all that apply.)

___ online catalog
___ indexes
___ footnotes and bibliographies in papers and books
___ course bibliographies
___ colleagues
___ library staff
___ other: please explain________________________________

3.5 Did you request that any materials be added to the library's collections in the last year and a half?

___1 Yes
___2 No

3.5.1 If yes, how did you request that this material be ordered?
___1 Sent the order to the department's library liaison (faculty member)
___2 Sent the order to library collection development specialist (librarian)
___3 Sent the order to library acquisitions department
___4 Turned in the order at reference desk
___5 Other? Please explain:____

3.5.2 If yes, did the library buy the materials you suggested?
___1 Often
___2 Sometimes
___3 Rarely
___4 Never

3.5.3 Did you request material but were told there were insufficient funds for the purchase?
___1 Often
___2 Sometimes
___3 Rarely
___4 Never

3.6 What subject areas or call number ranges did you use most frequently?

____

3.6.1 How often were materials in these areas or others of your discipline unavailable for the following reasons:

	Often	Sometimes	Rarely	Never
Checked out?	___	___	___	___
Missing from the shelves?	___	___	___	___
Declared lost?	___	___	___	___
Mutilated (pages missing)?	___	___	___	___

3.7. Is material acquired in alternative formats acceptable to you? In each case, indicate whether or not you used such material in the last year and a half?

	Acceptable	Unacceptable	Used (Y/N)
Microfilm	___	___	___
Microfiche	___	___	___
CD-ROM	___	___	___
Diskette	___	___	___

3.8 If given the choice between using an index in electronic form (electronic database), accessible from anywhere on campus, or the printed form of the index housed in the library, which would you choose?
__1 Electronic database
__2 Printed index

3.9 If a small amount of new funding were made available to the library, please rank your priorities for using these funds on a scale from 1 to 5, with 5 as most important.
___ Buy more books
___ Subscribe to more journals
___ Hire more library staff
___ Subsidize Interlibrary Loan charges
___ Other: please explain ______________________________

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4. Facilities

This covers the physical environment of the library, furnishings, atmosphere, layout, etc.

4.1 How satisfied are you with the following elements of the library environment? Circle your answer.

	Not Applicable	Very Dissatisfied — Very Satisfied
Temperature	N/A	1——2——3——4——5
Lighting	N/A	1——2——3——4——5
Seating	N/A	1——2——3——4——5
Noise level	N/A	1——2——3——4——5
Signs and directional aids	N/A	1——2——3——4——5
Furnishings, first floor and third floor lounge	N/A	1——2——3——4——5
Furnishings elsewhere in building	N/A	1——2——3——4——5
Handicapped access	N/A	1——2——3——4——5
Personal safety	N/A	1——2——3——4——5

4.2 Using the same scale, how satisfied are you with the quality of the equipment in the building?

Copiers: quality	N/A	1——2——3——4——5
Copiers: cost	N/A	1——2——3——4——5
Copiers: location	N/A	1——2——3——4——5
Microform readers	N/A	1——2——3——4——5
Microform reader/printers	N/A	1——2——3——4——5
LIBRIS terminals, Reference Room	N/A	1——2——3——4——5
LIBRIS terminals, rest of building	N/A	1——2——3——4——5
CD-ROM workstations	N/A	1——2——3——4——5

4.3 If any of the above equipment was not working, was it easy to get assistance?

___1 Yes
___2 No
___3 Not applicable

5. Online Catalog:

LIBRIS is the online catalog offering access to the Fondren collections.

5.1. Why did you use the online catalog? (Please check all that apply.)

__ To get the call number of a known book
__ To check citations
__ To find out what Fondren had in a certain subject area
__ To see if a known book was checked out
__ To see what Fondren had by a certain author
__ To browse
__ Other (Please explain)________________________________

5.2 Please give us your opinion of some aspects of LIBRIS using the following scales. Please circle your answer.

	Not Applicable	Strongly Disagree — Strongly Agree
Online help screens are useful.	N/A	1------2------3------4------5
I usually have to wait to use a LIBRIS terminal.	N/A	1------2------3------4------5
I usually need a printer when accessing LIBRIS.	N/A	1------2------3------4------5
The LIBRIS printers are located where I need them.	N/A	1------2------3------4------5
The LIBRIS terminals are located where I need them in Fondren.	N/A	1------2------3------4------5
I am skilled at using LIBRIS.	N/A	1------2------3------4------5
I am satisfied with LIBRIS as a means of finding library materials.	N/A	1------2------3------4------5

5.3. If you didn't find what you needed or wanted listed in LIBRIS, what was the first thing you generally did? (Please check only one answer.)

___1 Asked reference librarian
___2 Checked the old card catalog
___3 Checked the "Not in LIBRIS" catalog
___4 Asked circulation staff
___5 Went to interlibrary loan
___6 Went to another library in the city
___7 Other: Please explain:________________________________

5.4. Do you have any general comments on LIBRIS? What features do you like/dislike? What new features would you like to see added?

____

____

6. **Reference:**
The reference desk offers assistance in finding information in the library as well as answers to specific questions.

6.1 What kind of reference services did you use in the last year and a half? (Please check all that apply.)
___ reference desk staff for general questions
___ reference desk staff for research question
___ telephone queries
___ CD-ROM databases
___ online searches done by a librarian
___ online searches done by you
___ OCLC searching (a national bibliographic database)
___ RLIN searching (a national bibliographic database)
___ magazine collection
___ storage requests

6.2 Was the reference staff
Discourteous 1———2———3———4———5 Courteous

Unhelpful 1———2———3———4———5 Helpful

6.3 How satisfied are you with the reference staff?

Very Dissatisfied 1———2———3———4———5 Very Satisfied

6.4 How long did you usually have to wait to get help?
___1 Immediate, I usually didn't have to wait
___2 2 to 5 minutes
___3 6 to 10 minutes
___4 More than 10 minutes

6.5 If you called the reference desk in the last year and a half, how often did you

	Often	Sometimes	Rarely	Never	Not Applicable
get the answering machine?	___	___	___	___	___
get put on hold?	___	___	___	___	___
get left on hold longer than five minutes?	___	___	___	___	___

6.6 Was there a time when you needed reference help but reference was closed?
___1 Yes: When? ______________________________
___2 No

6.7 How satisfied are you with reference services?

Very Dissatisfied 1———2———3———4———5 Very Satisfied

6.8 How satisfied are you with the reference collection?

Very Dissatisfied 1———2———3———4———5 Very Satisfied

7. Circulation:

Circulation controls borrowing privileges and maintains records of who has what books.

7.1 How long did you usually have to wait in line for assistance at circulation?

___1 Immediate; I usually did not have to wait
___2 1 to 5 minutes
___3 6 to 10 minutes
___4 More than 10 minutes

7.2 The circulation staff was

Discourteous	1--------2--------3--------4--------5	Courteous
Not helpful	1--------2--------3--------4--------5	Helpful

7.3 In the last year and a half, did you ever

recall a book?	Yes	No
have a book recalled from you?	Yes	No

7.3.1 How satisfied are you with the recall system?

N/A Very Dissatisfied 1--------2--------3--------4--------5 Very Satisfied

7.4 How satisfied are you with the current system of notification of overdue books?

N/A Very Dissatisfied 1--------2--------3--------4--------5 Very Satisfied

7.4.1 If not completely satisfied, what changes would you recommend?

____

7.5 In the last year and a half, did you place any books on reserve?

___1 Yes
___2 No (Skip to next question)

7.5.1 If yes, please give us your opinion of some elements of the reserve system by circling your answer.

	No Opinion	Strongly Disagree Strongly Agree
The 50 item limit was adequate for my classes.	N/A	1--------2--------3--------4--------5
Reserve materials were available in a timely manner.	N/A	1--------2--------3--------4--------5
The reserve policy meets my teaching needs.	N/A	1--------2--------3--------4--------5
My students were able to locate reserve items.	N/A	1--------2--------3--------4--------5
I am satisfied with the reserve system.	N/A	1--------2--------3--------4--------5

7.6 How satisfied are you with the circulation policy that allows journals to circulate for two hours?

Very Dissatisfied 1--------2--------3--------4--------5 Very Satisfied

8. Interlibrary Loan:

The interlibrary loan service provides access to materials from other libraries.

8.1 How often did you use interlibrary loan in the last year and a half?

__1 One to three times a year
__2 One to three times a semester
__3 One to three times a month
__4 One to three times a week
__5 Almost every day

8.2 Was the interlibrary loan staff

Discourteous 1---------2---------3---------4---------5 Courteous

Not helpful 1---------2---------3---------4---------5 Helpful

8.3 How would you rate the average delivery time?

1----------2-----------3-----------4-----------5
Very slow slow moderate fast very fast

8.4 Are you aware that Fondren is a member of the Center for Research Libraries?

___1 Yes
___2 No

8.5 How satisfied are you with interlibrary loan services?

Very Dissatisfied 1-------2-------3-------4-------5 Very Satisfied

9. **Woodson Research Center:**
The Woodson Research Center houses the University archives, rare books, manuscripts, and special collections.

9.1 Which of the following collections did you use? (Please check all that apply.)
__manuscripts
__rare books
__University archives
__NASA archives

9.2 Was the Woodson Research Center staff

Discourteous 1--------2--------3--------4--------5 Courteous

Not helpful 1--------2--------3--------4--------5 Helpful

9.3 Was there a time when you needed the collections in the Woodson Research Center but the area was closed?
___1 Yes: what time of day? ____
___2 No

9.4 How satisfied are you with the Woodson Research Center?

Very Dissatisfied 1--------2--------3--------4--------5 Very Satisfied

10. **Brown Fine Arts Library**:
The Brown Fine Arts Library offers collections in Music, Art, Art History, and Architecture.

10.1 How often did you use the Brown library in the last year and a half?
__1 One to three times a year
__2 One to three times a semester
__3 One to three times a month
__4 One to three times a week
__5 Almost every day

10.2 Which collections did you use? (Please check all that apply.)
___ Sound recordings of music
___ Sound recordings of plays
___ Exhibition catalogs
___ Music collection of books, journals, and scores
___ Art collection of books and journals

10.3 Please rate the equipment of the Brown Library by stating how often the following statements were true.

	Never	Rarely	Sometimes	Often	Always	Not Applicable
I had to wait to use the equipment.	___	___	___	___	___	___
The equipment was in good working order.	___	___	___	___	___	___
Assistance in using the equipment was easy to get.	___	___	___	___	___	___

10.4 Was the Brown Library staff

Discourteous 1———2———3———4———5 Courteous

Not helpful 1———2———3———4———5 Helpful

10.5 Was there a time when you needed the collections in the Brown Library and the library was closed?
___1 Yes: what time of day? ______________________________
___2 No

10.6 On a scale of 1 to 5, how satisfied are you with the Brown Fine Arts Library?

Very Dissatisfied 1———2———3———4———5 Very Satisfied

11. CRA:

The Computing Reference Area in the Mudd Computer Lab facility offers current computing manuals for personal computers and mainframe operations, databases of information on computing, and journals and books on current programs and machines.

11.1 How often did you use the CRA in the last year and a half?

__1 One to three times a year
__2 One to three times a semester
__3 One to three times a month
__4 One to three times a week
__5 Almost every day

11.2 Was there a time when you needed the facilities in the CRA and the CRA was closed?

___1 Yes: what time of day? ____________________
___2 No

11.3 Did you use the CD-ROMs in CRA?

___1 Yes
___2 No

11.3.1 If yes, please rate the equipment of the CRA by stating how often the following statements were true.

	Never	Rarely	Sometimes	Often	Always	Not Applicable
I had to wait to use the equipment.	___	___	___	___	___	___
The equipment was in good working order.	___	___	___	___	___	___
Assistance in using the equipment was easy to get.	___	___	___	___	___	___

11.4 Was the CRA staff

Discourteous 1--------2--------3--------4--------5 Courteous

Not helpful 1--------2--------3--------4--------5 Helpful

11.5 On a scale from 1 to 5, how satisfied are you with the services and collections of CRA?

Very Dissatisfied 1--------2--------3--------4--------5 Very Satisfied

12. **CSI**:

The Center for Scholarship and Information houses the library's video collection, carrels for viewing videotapes, two Macintosh classrooms, IBM PS/2s, and a collection of software.

12.1 How often did you use CSI in the last year and a half?

___1 One to three times a year
___2 One to three times a semester
___3 One to three times a month
___4 One to three times a week
___5 Almost every day

12.2 Was there a time when you needed the facilities in the CSI and the CSI was closed?

___1 Yes: what time of day? ______________________________
___2 No

12.3 Did you use the videotape collection?

___1 Yes
___2 No

12.4 Did you assign a class to watch a tape?

___1 Yes
___2 No

12.5 Did you use the microcomputers in the last year and a half? (Please check all that apply.)

___1 IBM PS/2s
___2 Macintoshes
___3 No, I didn't use the microcomputers.

12.6 Please rate the equipment of the CSI by stating how often the following statements were true.

	Never	Rarely	Sometimes	Often	Always	Not Applicable
I had to wait to use the video equipment.	____	____	____	____	____	____
I had to wait to use the microcomputers.	____	____	____	____	____	____
The equipment was in good working order.	____	____	____	____	____	____
Assistance in using the equipment was easy to get.	____	____	____	____	____	____

12.7 Was the CSI staff

Discourteous 1---------2---------3---------4---------5 Courteous

Not helpful 1---------2---------3---------4---------5 Helpful

12.8 On a scale of 1 to 5, how satisfied are you with the Center for Scholarship & Information?

Very Dissatisfied 1---------2---------3---------4---------5 Very Satisfied

13. Government Publications:

The Government document collection houses materials from the federal government, microform copies of other materials such as newspapers and journals, and law books.

13.1 How often did you use the government publications area in the last year and a half?

__1 At least once a year
__2 One to three times a semester
__3 One to three times a month
__4 One to three times a week
__5 Almost every day

13.2 Was there a time when you wanted to use government publications but the area was closed?

___1 Yes: what time of day? ________________________________
___2 No

13.3 Which materials did you use? (Please check all that apply.)

___ maps
___ microforms
___ patents
___ documents
___ CD-ROMS
___ books (law material)

13.4 Was the government publications staff

Discourteous 1--------2--------3--------4--------5 Courteous

Not helpful 1--------2--------3--------4--------5 Helpful

13.5 Please rate the equipment of the government publications area by stating how often the following statements were true.

	Never	Rarely	Sometimes	Often	Always	Not Applicable
I had to wait to use the CD-ROM players.	___	___	___	___	___	___
I had to wait to use microform readers.	___	___	___	___	___	___
I had to wait to use microform printers.	___	___	___	___	___	___
The equipment was in good working order.	___	___	___	___	___	___
Assistance in using the equipment was easy to get.	___	___	___	___	___	___

13.6 On a scale of 1 to 5, how satisfied are you with the government publications area?

Very Dissatisfied 1--------2--------3--------4--------5 Very Satisfied

14. **BIC**:
The Business Information Center is located in the Jones School of Business Administration and offers collections in business administration and accounting.

14.1 How often did you use the Business Information Center in the last year and a half?

__1 One to three times a year
__2 One to three times a semester
__3 One to three times a month
__4 One to three times a week
__5 Almost every day

14.2 Was there a time when you wanted to use the Business Information Center but the library was closed?

___1 Yes: what time of day? ________________________________
___2 No

14.3 Did you use the CD-ROM indexes?

___1 Yes
___2 No

14.4 Please rate the equipment of the Business Information Center by stating how often the following statements were true.

	Never	Rarely	Sometimes	Often	Always	Not Applicable
I had to wait to use the CD-ROM players.	___	___	___	___	___	___
The equipment was in good working order.	___	___	___	___	___	___
Assistance in using the equipment was easy to get.	___	___	___	___	___	___

14.5 Was the staff of the BIC

Discourteous 1———2———3———4———5 Courteous

Not helpful 1———2———3———4———5 Helpful

14.6 Did you find enough study space in BIC?

___1 Yes
___2 No

14.6 On a scale of 1 to 5, how satisfied are you with the Business Information Center?

Very Dissatisfied 1———2———3———4———5 Very Satisfied

15. General Questions

15.1 Considering all the library collections with which you are familiar, how satisfied are you with the library collections?

Very Dissatisfied 1————2————3————4————5 Very Satisfied

15.2 Considering all of your experiences with library services, how satisfied are you?

Very Dissatisfied 1————2————3————4————5 Very Satisfied

15.3 Do you feel you would benefit from more instruction in using the library and its resources?

___1 Yes
___2 No.

15.3.1 If yes, in what areas?

__ General orientation
__ Online catalog
__ Special collections
__ CD-ROMs and/or database searching
__ Other (specify) ________________________

15.4 Do you have any needs that might be met by additional or different library services?

____

____

____

____

15.5 Do you have any final comments on any part of the library, its collections, services, and staff?

____

____

____

Thanks for all your help!

Return your survey in the envelope provided.

UNIVERSITY OF
ROCHESTER

RIVER CAMPUS LIBRARIES

January 12, 1993

Dear Graduate Student,

The River Campus Libraries are currently engaged in developing a strategic plan which will set directions and priorities for the libraries over the next ten years. An important component of the planning effort involves consultation with our various user groups. This survey gives you an opportunity to provide information on your current use of the Libraries and how your research needs and preferences may change over the next few years. Due to the size of the graduate student population, this is a sampled survey. Your responses will insure that we have heard graduate students' priorities when we make the difficult choices that will shape our library services for the year 2000 and beyond.

I hope that many of you will, in addition to completing the written survey, provide your name and phone number, so that we can contact some of you for personal interviews.

Please take a few minutes now to complete the survey, and return via intercampus mail to the address at the bottom of the form. To maximize your impact on the Libraries' strategic planning process, **please send your responses no later than February 1, 1993.** Thank you.

Sincerely,

James F. Wyatt

James F. Wyatt, Director
River Campus Libraries

1. **How many years have you been a student at UR?**

   ___a. Less than 1 year ___b. 1-4 years ___c. 5 or more years

2. **Are you a full-time graduate student?** Y N

3. **In what Department?** ____________________

4. **Degree sought?** ___a. Ph.D. ___b. Master's

5. **Which library do you consider your PRIMARY library?** ____________________
   - **If your primary library is the Miner Library or Sibley Library, please go on to question 11.**

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6. Please circle the number that indicates how SATISFIED you are with the following items related to the library's COLLECTION.

	No Opinion	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied
a. Books in your discipline	1	2	3	4	5
b. Journals in your discipline	1	2	3	4	5
c. Microfilm/microfiche in your discipline	1	2	3	4	5
d. Audiovisual materials	1	2	3	4	5
e. Newspapers	1	2	3	4	5
f. Timeliness of receipt of new books	1	2	3	4	5
g. Timeliness of receipt of new journal issues	1	2	3	4	5
h. Likelihood of finding items in the stacks	1	2	3	4	5
i. Likelihood of finding unbound journals	1	2	3	4	5
j. Repair and/or replacement of damaged library materials	1	2	3	4	5

Comments:

7. Please circle the number that indicates how SATISFIED you are with the following CIRCULATION/ RESERVE SERVICES in your PRIMARY library.

	No Opinion	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied
a. Service attitude of staff	1	2	3	4	5
b. Procedure for placing items on reserve	1	2	3	4	5
c. Checking out and returning materials	1	2	3	4	5
d. Placing a hold or recall	1	2	3	4	5
e. Loan times for books	1	2	3	4	5
f. Loan times for journals	1	2	3	4	5
g. Fine policies	1	2	3	4	5

Comments:

8. Please circle the number that indicates how SATISFIED you are with the following INFORMATION SERVICES in your PRIMARY library.

	No Opinion	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied
a. Assistance with reference questions	1	2	3	4	5
b. Interactions with library specialist in your field	1	2	3	4	5
c. Chester (UR online catalog)	1	2	3	4	5
d. Using print indexes or other reference books	1	2	3	4	5
e. Computerized indexes (CD-ROM)	1	2	3	4	5
f. Interlibrary Loan service	1	2	3	4	5
g. Online computer search (ComSearch) performed by a librarian on your behalf	1	2	3	4	5
h. Library brochures and handouts	1	2	3	4	5

Comments:____

9. Please circle the number that indicates how SATISFIED you are with the HOURS, EQUIPMENT AND FACILITIES in your PRIMARY library.

	No Opinion	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied
a. Weekday hours	1	2	3	4	5
b. Weekend hours	1	2	3	4	5
c. Summer hours	1	2	3	4	5
d. Break hours	1	2	3	4	5
e. Signs and directories	1	2	3	4	5
f. Microfilm/microfiche equipment	1	2	3	4	5
g. Photocopiers	1	2	3	4	5
h. Seating	1	2	3	4	5
i. Noise levels	1	2	3	4	5
j. Lighting	1	2	3	4	5
k. Heating/air conditioning	1	2	3	4	5
l. Security of library materials	1	2	3	4	5
m. Personal safety in the library	1	2	3	4	5

Comments:____

10. The following is a list of services UR Libraries NOW provide. Please rate the current and future IMPORTANCE and indicate the NUMBER OF TIMES YOU HAVE USED the service in the past year.

	CURRENT IMPORTANCE				IMPORTANCE TO RESEARCH AND TEACHING IN 10 YEARS			USE
	No importance	Slight importance	Moderate importance	Great importance	Decrease	Remain the same	Increase	No. of uses in past year
a. Placed items on reserve	1	2	3	4	D	S	I	______
b. Renewed borrowed items by phone	1	2	3	4	D	S	I	______
c. Placed an interlibrary loan request	1	2	3	4	D	S	I	______
d. Used computerized indexes (CD-ROM)	1	2	3	4	D	S	I	______
e. Used databases to find out what non-UR libraries own	1	2	3	4	D	S	I	______
f. Had librarian do an online computer search (ComSearch) on your behalf	1	2	3	4	D	S	I	______
g. Received current awareness services (new books lists, table-of-contents photocopies, etc.)	1	2	3	4	D	S	I	______
h. Used Chester (UR online catalog)	1	2	3	4	D	S	I	______
i. Dialed in to Chester from a computer in your office, home or lab	1	2	3	4	D	S	I	______
j. Used library audio equipment	1	2	3	4	D	S	I	______
k. Submitted requests for books or journals to be purchased by the libraries	1	2	3	4	D	S	I	______
l. Discussed your research with UR librarians	1	2	3	4	D	S	I	______
m. Discussed your teaching with UR librarians	1	2	3	4	D	S	I	______
n. Had a UR librarian give a library instruction lecture in your classes	1	2	3	4	D	S	I	______
o. Fax delivery of documents to your office or department office	1	2	3	4	D	S	I	______
p. Verification of citations for manuscript preparation	1	2	3	4	D	S	I	______
q. Borrowing privileges at other universities' libraries	1	2	3	4	D	S	I	______
r. Free entrance to other universities' libraries	1	2	3	4	D	S	I	______

11. **Check the items below which you think would be effective means of keeping you informed about library services and resources.**

_____ a. Librarian work with you on an individual basis

_____ b. Group instruction on how to use new library resources/technologies

_____ c. Written guides on how to use the library's resources and/or services

_____ d. Improved signs and directories

_____ e. Articles in Currents

_____ f. Computer-assisted library instruction

_____ g. Improved computer help screens

_____ h. Library newsletter

_____ i. Communication with library staff via electronic mail

_____ j. Other (please explain) ______________________________

12. **Do you anticipate your reliance on the following methods of acquiring publications (i.e., books, journals, articles, photocopies, etc.) decreasing, remaining the same or increasing in the next 10 years?**

	Decrease	Remain the same	Increase
a. Purchase items myself from publisher or commercial document supplier	D	S	I
b. Get items myself by contacting the author or a colleague	D	S	I
c. Rely on my library to own materials	D	S	I
d. Rely on my library to borrow or get photocopies of materials it does not own	D	S	I
e. Rely on my library to provide electronic access to materials it does not own	D	S	I

13. **What do you feel is a reasonable delivery time for fax or photocopies from non-UR libraries or commercial document suppliers?**

___a. same day ___b. 2 days ___c. 3-5 days ___d. 6-9 days ___e. 10 or more days

14. **What do you feel is a reasonable delivery time for books borrowed via interlibrary loan?**

___a. 2 days ___b. 3-5 days ___c. 6-9 days ___d. 10 or more days

15. **What do you feel is a reasonable user fee for optional RUSH delivery of documents?**

DELIVERY TIMES	$0	$1-$10	$11-$20	$20+
a. immediate (electronic text)	1	2	3	4
b. same day	1	2	3	4
c. 2 days	1	2	3	4
d. 3-5 days	1	2	3	4

16. **The following is a list of services a library COULD provide. Please rate their current and future IMPORTANCE to your research and teaching.**

	CURRENT IMPORTANCE				IMPORTANCE TO RESEARCH AND TEACHING IN 10 YEARS		
	No importance	Slight importance	Moderate importance	Great importance	Decrease	Remain the same	Increase
a. Electronic delivery of documents to your office, lab or home computer	1	2	3	4	D	S	I
b. Communicating with library staff via electronic mail	1	2	3	4	D	S	I
c. Access to electronic journals	1	2	3	4	D	S	I
d. Access to other libraries' catalogs from your office, lab or home	1	2	3	4	D	S	I
e. Access to databases on CD-ROM or online from your office, lab or home	1	2	3	4	D	S	I
f. Electronic delivery of tables of contents of current journals	1	2	3	4	D	S	I
g. Automatically receive computer-generated updates on topics relevant to your work	1	2	3	4	D	S	I

17. **For future TENURE DECISIONS how would you like to see the following scholarly activities weighted?**

	Not as important as traditional publications	Equal to traditional publications	More important than traditional publications
a. Publication in peer-reviewed electronic journal	1	2	3
b. Publication in non-peer reviewed electronic journal	1	2	3
c. Development of courseware or software (including multimedia)	1	2	3
d. Participation in a teleconference	1	2	3

18. **When you undertake a new area of research, do you discuss with the library the need to purchase materials relevant to**
Y N

19. **When you develop a new course, do you discuss with the library the need to purchase materials relevant to the course?**
Y N

20. The following is a list of INFORMATION RESOURCES. Please rate their current and future importance to YOUR FIELD.

	CURRENT IMPORTANCE				**IMPORTANCE TO YOUR FIELD IN 10 YEARS**		
	No importance	Slight importance	Moderate importance	Great importance	Decrease	Remain the same	Increase
a. Printed books	1	2	3	4	D	S	I
b. Electronic books	1	2	3	4	D	S	I
c. Original source materials (historical manuscripts, 1st edition of texts, etc.)	1	2	3	4	D	S	I
d. Peer-reviewed publication in PRINT	1	2	3	4	D	S	I
e. Peer-reviewed publication in ELECTRONIC FORMAT	1	2	3	4	D	S	I
f. Non-peer-reviewed publication in PRINT	1	2	3	4	D	S	I
g. Non-peer-reviewed publication in ELECTRONIC FORMAT	1	2	3	4	D	S	I
h. Preprints of articles	1	2	3	4	D	S	I
i. Technical reports	1	2	3	4	D	S	I
j. Annual reviews in your field	1	2	3	4	D	S	I
k. Audiovisual materials	1	2	3	4	D	S	I
l. Artistic performances	1	2	3	4	D	S	I
m. Electronic mail/ discussion groups	1	2	3	4	D	S	I
n. Electronic bulletin boards	1	2	3	4	D	S	I
o. Electronic archives	1	2	3	4	D	S	I
p. Numeric or statistical database	1	2	3	4	D	S	I
q. Computer-assisted instruction (interactive learning software)	1	2	3	4	D	S	I
r. Computer-based multi-media resources	1	2	3	4	D	S	I
s. Presentations at conferences	1	2	3	4	D	S	I
t. Teleconferencing	1	2	3	4	D	S	I
u. Bibliographic management software	1	2	3	4	D	S	I

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21. **The following is a list of METHODS OF COMMUNICATING WITH STUDENTS. Please rate their current and future importance to TEACHING.**

	CURRENT IMPORTANCE				IMPORTANCE TO TEACHING IN 10 YEARS		
	No importance	Slight importance	Moderate importance	Great importance	Decrease	Remain the same	Increase
a. Lectures	1	2	3	4	D	S	I
b. Informal group discussions	1	2	3	4	D	S	I
c. Printed books	1	2	3	4	D	S	I
d. Electronic books	1	2	3	4	D	S	I
e. Photocopies of articles/class notes on reserve in the library	1	2	3	4	D	S	I
f. Commercially produced packets of photocopied articles / notes	1	2	3	4	D	S	I
g. Electronic text of reserve readings/ class notes	1	2	3	4	D	S	I
h. Electronic mail	1	2	3	4	D	S	I
i. Computer software	1	2	3	4	D	S	I
j. Audiovisual materials	1	2	3	4	D	S	I
k. Computer-based multimedia resources	1	2	3	4	D	S	I
l. Computer-assisted-instruction (interactive learning software)	1	2	3	4	D	S	I
m. Teleconferences	1	2	3	4	D	S	I

22. **Do you think UR libraries should remain open to non-UR users?** Y N

23. **Do you think UR libraries should charge an entrance fee to non-UR users?** Y N

24. **What have you seen at other libraries (university, public, corporate) that you would like to see at UR libraries?**

____

____

____

25. **Would you be willing to participate in further discussions about the libraries? If so, please provide your name and phone number (Please print):**

NAME ____________________ PHONE ____________________

Please return survey via intercampus mail by Monday, February 1, 1993 to:

Library Administrative Office, Rush Rhees Library

(user survey v.3)
Survey #: ____

1. WHAT DID YOU DO IN THE LIBRARY TODAY? Please recount your steps in order and for each activity rate on a scale of 1 to 5 your success level, where 1=not at all successful, 5=totally successful.

ORDER	ACTIVITY	SUCCESS RATING	COMMENTS
	REFERENCE		
	Ask staff for assistance		
____	Circulation question	1 2 3 4 5	____
____	Reference question	1 2 3 4 5	____
____	Directional quesion	1 2 3 4 5	____
____	Other question	1 2 3 4 5	____
____	Card catalog	1 2 3 4 5	____
____	Reference Collection	1 2 3 4 5	____
____	Serials Fiche List	1 2 3 4 5	____
	EQUIPMENT		
____	Audio equipment	1 2 3 4 5	____
____	CD database	1 2 3 4 5	____
____	Change machine	1 2 3 4 5	____
____	Chester	1 2 3 4 5	____
____	Laser printer	1 2 3 4 5	____
____	Microcomputer	1 2 3 4 5	____
____	Microfilm/fiche reader/printer	1 2 3 4 5	____
____	Photocopier	1 2 3 4 5	____
	CIRCULATION/RESERVE		
____	Charged out items	1 2 3 4 5	____
____	Fines	1 2 3 4 5	____
____	Hold/Locate/Recall (circle one)	1 2 3 4 5	____
____	Return items	1 2 3 4 5	____
____	Reserve reading	1 2 3 4 5	____
	ILL		
____	ILL request	1 2 3 4 5	____
____	ILL pick-up	1 2 3 4 5	____
	MATERIALS/COLLECTIONS		
____	New book shelf	1 2 3 4 5	____
____	New journal issues	1 2 3 4 5	____
____	Rare Books/Robbins/WBR/ Gov Docs	1 2 3 4 5	____
____	Went to shelves specific items	1 2 3 4 5	____
____	Went to shelves to browse	1 2 3 4 5	____
	OTHER ACTIVITIES		
____	Relax	1 2 3 4 5	____
____	Study	1 2 3 4 5	____
____	Walking through	1 2 3 4 5	____
____	Other ____	1 2 3 4 5	____
____	Other ____	1 2 3 4 5	____
____	Other ____	1 2 3 4 5	____
____	Other ____	1 2 3 4 5	____

DID YOU TALK TO ANY LIBRARY STAFF? Record on activity list above.

2. YOUR USE OF THE LIBRARY WAS IN SUPPORT OF: (check all that apply)

_____ Studying _____ Research _____ Teaching
_____ Relaxing _____ Other (please explain) ____________________

3. APPROXIMATELY HOW MANY TIMES HAVE YOU USED A UR LIBRARY IN THE LAST TWO WEEKS? _______

4. WHICH UR LIBRARY DO YOU USE MOST OFTEN?

_____ Rush Rhees
_____ Management
_____ Art
_____ Asia/Map Ctr.
_____ CLARC
_____ Robbins
_____ Carlson
_____ Laser Lab
_____ Physics/Optics/Astronomy

5. WHAT IS THE ONE THING YOU WOULD LIKE TO SEE IMPROVED IN THE LIBRARIES?

____
____
____
____

6. PATRON INFORMATION: (check one)
_____ UR Undergrad. Student
(circle one) Fr So Jr Sr
Major:________________
_____ UR Graduate Student Dept:________________
_____ UR Faculty Dept:________________
_____ UR Post-doc Dept:________________
_____ UR Staff Dept:________________
_____ Other (please explain) ____________________

9. WOULD YOU BE WILLING TO PARTICIPATE IN A GROUP DISCUSSION OR BE INTERVIEWED ABOUT UR LIBRARIES?

_____ yes _____ no

IF YES, WOULD YOU BE AVAILABLE:

_____ Summer _____ Fall

IF YES, YOUR NAME ________________________________

TEMPLE UNIVERSITY
A Commonwealth University
Office of the Director of Libraries

Central Library System

Samuel Paley Library 017-00
Philadelphia, Pennsylvania 19122

TO:

FROM: THE ENGINEERING & SCIENCE LIBRARIES TASK FORCE

Dieter Forster, Physics	**Mortimer Labes, Chemistry**
Eric Grinberg, Mathematics	**Carol Lang, Libraries**
John Helferty, Electrical Engrg	**George Myer, Geology**
Nina Hillman, Vice Provost	**Michael Mote, Biology**
Fran Hopkins, Libraries	**Betsy Tabas, Libraries**
Laura Lane, Libraries	

DATE: November 12, 1992

SUBJECT: LIBRARY SURVEY OF SCIENCE AND CEA FACULTY

==

Please complete the enclosed questionnaire, which will take about 15 minutes of your time. The first three questions are open-ended, but can be answered as briefly as you choose. Nearly all of the others can be answered with check marks. The information you provide will help us compile a profile of Temple University science, engineering, and architecture faculty practices, needs, and preferences concerning library collections and services.

WHAT IS THE PURPOSE OF THIS SURVEY?

The Engineering & Science Libraries Task Force, whose members are named above, was appointed last spring to study present and prospective library collections and services in light of three significant and irreversible trends: the escalating costs of science and technology books and journals, severe space limitations throughout the Temple Libraries, and the emerging information technologies that complicate the short-run picture but promise many long-run benefits.

Early in 1993 this task force will report our findings and recommendations to the Director of Libraries, the Dean of Arts and Sciences, and the University Provost. It is essential that our findings include a profile of the faculty's current library practices and attitudes and that our recommendations for the future be based on what you, the faculty, really want.

Please return your completed questionnaire in the envelope provided by December 10, 1992.

Please return the green insert sheet separately. This will allow us to keep track of who has responded, yet ensure the anonymity of the responses themselves.

LIBRARY SURVEY OF SCIENCE AND CEA FACULTY BIOLOGY

(Only first page was different for each dept. surveyed)

PLEASE RETURN IN ATTACHED ENVELOPE BY DECEMBER 10, 1992

When did you begin teaching Biology? ____________

When did you begin teaching at Temple? __________

Do you teach courses at Ambler? __________ at TUCC? __________

Please check all items that describe your teaching situation:

- ___ Full-time faculty
- ___ Part-time faculty
- ___ Emerita/us faculty
- ___ Other; specify:
- ___ Graduate faculty
- ___ Undergraduate faculty
- ___ Laboratory coordinator

If you are a member of the graduate faculty, how many students do you now have working for a graduate degree? _________

Have you submitted a proposal within the last three years for external grant funding? ___ Yes ___ No

Please give your name and phone number if you are willing to be called on for a few follow-up questions: ______________________________________

For the three open-ended questions below, use the other side of this sheet if you need more space.

1. What do you think is the most important current issue relating to library services in your field?

2. What is your chief complaint about the Temple Libraries?

3. What do you like most about the Temple Libraries?

4. How often do you use each of the libraries listed below in relation to your academic/professional work, including times when a research assistant goes to the library for you? Use the following codes:

1 = Once a week or more
2 = At least once a month
3 = Several times a year
4 = Once a year or less

___ Biology Library
___ Chemistry Library
___ Math Library
___ Physics Library
___ Engineering/Architecture Library
___ Paley Library
___ Health Sciences Library
___ non-Temple library--specify:

5. (a) How do you view current evening and weekend hours at the departmental science and engineering/architecture libraries

for your own work?	for your students' work?
___ Acceptable	___ Acceptable
___ A minor problem	___ A minor problem
___ A serious problem	___ A serious problem

(b) If hours are a problem, what hours do you suggest?

Monday-Thursday evenings until ____________
Friday evenings until ____________
Saturdays ______ to ______
Sundays ______ to ______

6. How do you rate the collection of your departmental/branch library in relation to your academic/professional needs?

Books/Monographs:	Journals:
___ Poor	___ Poor
___ Satisfactory	___ Satisfactory
___ Good	___ Good

7. How do you rate Temple library services in the following areas?

(a) Opportunity for you to participate in selection of new library materials:
___ Poor ___ Satisfactory ___ Good

(b) Feedback to you on your requests for purchase of books:
___ Poor ___ Satisfactory ___ Good

(c) Response to your concerns about library services and policies:
___ Poor ___ Satisfactory ___ Good

8. What types of publications do you have to go to Paley Library to use?

___ Books/Monographs
___ Bound journals
___ Current journals
___ Government documents
___ Dissertations/Theses
___ Handbooks, Encyclopedias
___ Indexes, Abstracts, Bibliographies
___ Maps

9. If there are materials at Paley that you think should be in your departmental/branch library, what are they?

10. (a) Do you use the library's online catalog? ___ Yes ___ No

(b) If so, please note briefly any problems you have with it:

11. (a) Do you still use the card catalog? ___ Yes ___ No

(b) If yes, for what types of library material?

12. Of the publications you have needed in the past year, what percent were not available at any Temple University library?

___ Less than 10% ___ 25 - 50%
___ 10 - 25% ___ More than 50%

13. Has unavailability been a problem mainly for:

___ Books?
___ Journal articles?
___ Other materials?--specify:

14. How many items have you requested from non-Temple libraries through the Paley Library interlibrary loan service during the past year?

___ None ___ 1-5 ___ 6-10 ___ More than 10

15. If you have used Temple Libraries' interlibrary loan services during the past year, how do you rate the following?

(a) Percent of your requests filled:
___ Poor ___ Satisfactory ___ Good

(b) Time taken to fill your requests:
___ Poor ___ Satisfactory ___ Good

16. What is the maximum waiting time you think acceptable between making an interlibrary loan request and receiving the document?

___ 2 days or less ___ Up to 2 weeks ___ Up to 1 month
___ Up to 1 week ___ Up to 3 weeks ___ More than a month

17. Have you used a commercial document delivery service within the past year? ___ Yes ___ No

18. If you have used a commercial service,

(a) Which one(s) have you tried?

(b) Who has paid the fees? Check all that apply:

___ You personally	___ Your research grants
___ Your department	___ Other--specify:

(c) In general, how do you rate the service provided in terms of:

Document delivery time	___ Satisfactory	___ Unsatisfactory
Quality of copy	___ Satisfactory	___ Unsatisfactory
Fees charged	___ Acceptable	___ Unacceptable

19. Use of older publications is an important factor in managing library collections. For the three time periods below, place an X under the types of publication you use more than two or three times a year:

	Indexes/ Abstracts	Journals	Books/ Monographs
1-5 years old			
6-10 years old			
More than 10 years old			

20. If little used, older publications were placed in off-site storage to gain growth space in the libraries, what do you consider the maximum acceptable waiting time between requesting and receiving an item from storage?

___ 24 hours ___ 24-48 hours ___ 48 hrs-1 week ___ 1-2 weeks

21. As an alternative to off-site storage of older journal and index/abstract volumes, we could replace some of them with microfilm. Under what conditions would microfilm be acceptable to you?

(a) ___ If reading and printing could be done within your departmental/branch library.
___ If you had to go to Paley Library to use the microfilm.

(b) ___ If the printed volumes were retained in your departmental or branch library for the latest: 5 years 10 years 15 years (circle one).

(c) ___ Other conditions; please specify:

(d) ___ Microfilm would not be acceptable under any conditions. If you choose this response, please give your reasons:

22. Where do you have access to a microcomputer? Check all that apply:

___ Home
___ Temple office
___ Elsewhere in your department
___ Your departmental library
___ Other--specify:

23. Have you used CD-ROM databases at Paley Library or the Medline CD-ROM at the Biology Library? ___ Yes ___ No

24. (a) This year Ethernet connections will be installed to allow access to Paley Library's Scholars Information Center CD-ROM network from workstations in all the science and engineering/ architecture libraries. Given access from within your own building, if the library decided to buy CD-ROM databases to replace the major printed index/abstract/current contents publications in your field, would you

___ Favor this replacement? ___ Object to it?

(b) Please give your reasons for or against:

25. What CD-ROM database(s) would you like the library to buy next?

26. For what remote information services do you use microcomputers? Check all that apply:

___ Temple's online library catalog through Wiseowl
___ Other libraries' catalogs or collective library databases (e.g., RLIN or OCLC)
___ Index/abstract databases not available on CD-ROM at Temple
___ E-mail or electronic newsletters via Bitnet or Internet
___ Full-service commercial systems such as CompuServe or Prodigy
___ Full-text scholarly journals

27. If you checked the last item, please give the title:

28. (a) Under present circumstances, if a major journal in your field became available in full-text electronic form, should the library replace its paper subscription with online access?
___ Yes ___ No

(b) If not, why not?

29. Have you ever requested a library orientation for any of your classes? ___ Yes ___ No

30. Can you specify some things you think your undergraduate students should be taught about the use of library resources and services?

31. Can you specify some things you think your graduate students should be taught about library research?

32. If librarians regularly offered orientation/instruction sessions covering things you want your students to learn, would you make use of the service? ___ Yes ___ No

33. If so, would you prefer:

___ Instruction during class time for any of your courses?
___ Instruction for all undergraduate majors outside of class time?
___ Instruction for all new graduate students in your department?

34. Would you yourself like to have training in the following?

___ How to search the online catalog effectively?
___ How to search CD-ROM databases effectively?
___ How to search online databases effectively?

35. Do you currently use any of the following reference services at your departmental/branch library? Are you satisfied with the availability and level of these services, or should the library make them a higher priority?

	Provided Now	Satisfied	Make Higher Priority
Verification of citations to articles, books, etc.			
Location of cited items at Temple or other libraries			
Direct borrowing of materials from other libraries			
Purchase of cited articles from commercial document delivery services (fees charged to you)			
Assistance with CD-ROM and online database searches			
Performance of CD-ROM and online searches according to your specifications			
Other services--specify:			

To let us know that you have completed and returned your questionnaire, please sign this form.

Name________________________________ Date__________

Fold the sheet so the return address appears on the outside, staple or tape it, and put it into Campus Mail.

Thank you!

University of Waterloo

Waterloo Ontario Canada
N2L 3G1

519 885-1211

Telex Number
069-55259

November 19, 1993

Dear Faculty Member:

The Library would like to know how it can improve its services to the University community. In this time of fiscal constraint, it is necessary that the Library provide efficient delivery of resources and services to Faculty and students.

A survey was conducted by the University Library in 1980-81. Since then many significant changes have occurred in information technology. These changes may affect how you find and use information. For this reason the Library is conducting another survey.

The attached questionnaire has been specially designed for the Faculty and is being sent to all Faculty members. Please take 10 minutes now to answer the questions. Your response will help to provide more efficient access to information resources and help in the future planning of resources and services.

In the 1994 Winter term, the Library plans to administer questionnaires to graduate and undergraduate students. The Library may seek the cooperation of some of you in this regard. Please help the Library to successfully complete this very important project.

Thank you.

Murray Shepherd

Murray C. Shepherd
University Librarian

Attach.

0989

University of Waterloo
library

Faculty Questionnaire
Survey of the Information Needs of the Academic Community: Implications for Library Services

- This survey is being conducted by the University of Waterloo Library to study the current information needs of the academic community. A similar survey was conducted in 1980-81. Many significant changes have occurred in information technology over these years.
- Your cooperation will enable the Library to plan its resources for the future to better meet your needs.
- Information collected on the questionnaire will be kept confidential.
- You may decline to answer any questions you do not wish to answer.
- This project has been reviewed and approved as ethically acceptable by the Office of Human Research and Animal Care at the University of Waterloo.
- If you have any questions about the survey, please contact Shabiran Rahman, Reference and Collection Development Librarian, Dana Porter Library, x2882.

Instructions for filling out the questionnaire:

Please read the questions carefully and answer by clearly **circling** or marking **X** as applicable.

Return by November 30 to:

Shabiran Rahman
Dana Porter Reference
LIB

1. **Below is a list of sources from which you may be accustomed to finding references to published literature in your discipline. Indicate how important each is to you in doing your work on a scale of 1 (Not Important) to 5 (Very Important), by circling the appropriate number.**

		Research					**Teaching**				
a.	Discussion with friends	1	2	3	4	5	1	2	3	4	5
b.	Asking a colleague	1	2	3	4	5	1	2	3	4	5
c.	References given in published materials (books, reports, journal articles, conference proceedings)	1	2	3	4	5	1	2	3	4	5
d.	Conferring with scholars in the same field	1	2	3	4	5	1	2	3	4	5
e.	Browsing in UW Library stacks	1	2	3	4	5	1	2	3	4	5
f.	Searching WATCAT, UW Library's online catalogue:										
	i) subject, title, or author searches	1	2	3	4	5	1	2	3	4	5
	ii) keyword searches	1	2	3	4	5	1	2	3	4	5
g.	Searching indexes and abstracts in UW Library:										
	i) paper format	1	2	3	4	5	1	2	3	4	5
	ii) CD-ROM format	1	2	3	4	5	1	2	3	4	5
h.	Searching through electronic networks, e.g., Internet	1	2	3	4	5	1	2	3	4	5
i.	Searching online library catalogues in other libraries	1	2	3	4	5	1	2	3	4	5
j.	Searching electronic journals or other publications in electronic format	1	2	3	4	5	1	2	3	4	5
k.	Others, please specify:										
	i) ____________________	1	2	3	4	5	1	2	3	4	5
	ii) ____________________	1	2	3	4	5	1	2	3	4	5

2. **The following lists a number of UW Library Services that could assist you to find information and/or to do research relevant to your teaching and scholarly functions. Indicate how important each of these services is to you in your work on a scale of 1 (Not important) to 5 (Very Important). Please circle the appropriate number.**

		Research					**Teaching**				
a.	Assistance from an Information Desk	1	2	3	4	5	1	2	3	4	5
b.	Consulting the specialist liaison librarian for your subject	1	2	3	4	5	1	2	3	4	5
c.	Assistance from ILL (Interlibrary Loan)	1	2	3	4	5	1	2	3	4	5
d.	**Ask** - UW Library's e-mail reference service (introduced in March '93)	1	2	3	4	5	1	2	3	4	5
e.	**WATMARS** (Searching service of online databases offered by UW Library)	1	2	3	4	5	1	2	3	4	5
f.	Use of any of the selected Bibliographies, Guides, How-to's etc. created by UW librarians and available at all Library locations	1	2	3	4	5	1	2	3	4	5

---

3. **Listed below are materials and resources that may be useful to you in your research and teaching activities. Indicate how important each is to you on a scale of 1 (Not Important) to 5 (Very Important) by circling the appropriate number.**

	Books (including conference proceedings)	**Research**					**Teaching**				
a.	My personal copy	1	2	3	4	5	1	2	3	4	5
b.	Colleague's or department's copy	1	2	3	4	5	1	2	3	4	5
c.	UW Library copy	1	2	3	4	5	1	2	3	4	5
d.	Copy obtained by Interlibrary Loan	1	2	3	4	5	1	2	3	4	5
e.	Copy obtained by visiting another library	1	2	3	4	5	1	2	3	4	5

	Journals	**Research**	**Teaching**
a.	My personal copy	1 2 3 4 5	1 2 3 4 5
b.	Colleague's or department's copy	1 2 3 4 5	1 2 3 4 5
c.	UW Library copy	1 2 3 4 5	1 2 3 4 5
d.	Copy of article obtained by Interlibrary Loan	1 2 3 4 5	1 2 3 4 5
e.	Copy of article obtained by visiting another library	1 2 3 4 5	1 2 3 4 5

Special material in UW Library

a.	Technical reports	1 2 3 4 5	1 2 3 4 5
b.	Government publications	1 2 3 4 5	1 2 3 4 5
c.	Theses	1 2 3 4 5	1 2 3 4 5
d.	Maps	1 2 3 4 5	1 2 3 4 5

Other sources of materials

a.	Electronic publications available through Internet	1 2 3 4 5	1 2 3 4 5
b.	Data Resource Centre files	1 2 3 4 5	1 2 3 4 5
c.	Materials obtained at conferences	1 2 3 4 5	1 2 3 4 5
d	Others, please specify:		
	i) ____________________	1 2 3 4 5	1 2 3 4 5
	ii) ____________________	1 2 3 4 5	1 2 3 4 5

4. In the last 10 years, how much has computer and new information technology changed the way you seek information for your research and teaching? (Please mark box with an X.)

Completely	Very significantly	Significantly	Somewhat	Not at all
☐	☐	☐	☐	☐
5	4	3	2	1

Please explain how: ____

____

____

5. Would you like to learn more about how to identify and access electronic resources and information available on the Internet, e.g., through UWinfo? (Please mark box with an X.)

Yes ☐ 2 No ☐ 1

6. a. How many undergraduate courses did you teach during your last two active teaching terms? (Please circle the appropriate number.)

0 1 2 3 4 5 6 7 8

b. Were any of these at the 400 level? (Please mark box with an X.)

Yes ☐ 2 No ☐ 1

c. How many graduate courses did you teach during your last two active teaching terms? (Please circle the appropriate number.)

0 1 2 3 4 5 6

7. In how many of these courses (graduate and undergraduate) did you expect your students to do independent library research to meet the requirements? ______

---

8. If you require students in your courses to do independent library research, how much assistance do you expect undergraduate students to require from the library staff? (Please check as appropriate.)

	6 A lot	5 Some	4 Little	3 None	2 Do not teach	1 Do not require independent research
100 level courses	___	___	___	___	___	___
200 level courses	___	___	___	___	___	___
300 level courses	___	___	___	___	___	___
400 level courses	___	___	___	___	___	___

---

9. How do you think undergraduate students learn to do independent research in an academic library? (Check all that are pertinent.)

		5 70+%	4 69-40%	3 39-10%	2 <10%	1 Do not know
a.	Know before they come to university	___	___	___	___	___
b.	Learn from their course instructor	___	___	___	___	___
c.	Learn from the T.A.'s assigned to the course	___	___	___	___	___
d.	Ask a friend	___	___	___	___	___
e.	Ask for assistance at the Information Desk	___	___	___	___	___
f.	Learn from attending one of the research workshops offered by UW librarians at the beginning of the fall and winter terms	___	___	___	___	___
g.	Read some of the subject specific research guides created by UW librarians	___	___	___	___	___
h.	Others, please specify:					
	i) ______________________	___	___	___	___	___
	ii) ______________________	___	___	___	___	___

IF YOU DO NOT TEACH UNDERGRADUATE COURSES, SKIP TO QUESTION 12.

10. How often do you encourage undergraduate students to attend any of the following user education activities offered by UW Library at the beginning of the fall and winter terms? (Please check as appropriate.)

		4 **All of my courses**	3 **Most of my courses**	2 **Few of my courses**	1 **None of my courses**
a.	Library orientation tours?	___	___	___	___
b.	Demonstrations and workshops?	___	___	___	___
c.	Subject specific research workshops?	___	___	___	___
d.	Term paper strategy workshops?	___	___	___	___
e.	Workshops explaining how to use specific computerized indexes and abstracts CD-ROM format?	___	___	___	___
f.	Workshops explaining how to access and use government publications?	___	___	___	___
g.	Others, please specify:				
	i) ____________________	___	___	___	___
	ii) ____________________	___	___	___	___

---

11. If you do not encourage undergraduates to make use of the library user education activities what is your reason? (Please check all that apply.)

a. They should find out by themselves ___

b. I did not know that these services were available ___

c. Classroom program by librarian is sufficient ___

d. These activities are seldom necessary for students in my courses ___

e. Others, please specify:

i) ____

ii) ____

12. **If you have arranged a research workshop how would you rate the usefulness of such workshops in helping students learn how to conduct research? Circle the appropriate number. (1 implies not useful and 5 implies very useful).**

1 2 3 4 5

---

13. **How frequently have you encouraged students in 400 level or graduate courses to consult with a specialist librarian regarding their research needs?**

Many times	A few times	Once or twice	Never	Do not teach 400 level
☐	☐	☐	☐	☐
5	4	3	2	1

---

14. **Which of the following equipment do you currently have access to, own, or expect to acquire? (Check all that apply.)**

		3 **Own**	2 **Have Access**	1 **Expect to Acquire**
a.	Microcomputer (PC)	___	___	___
b.	Lap top or notebook computer	___	___	___
c.	Modem	___	___	___
d.	CD-ROM	___	___	___
e.	Network connection (e.g., Ethernet Card, UWinfo)	___	___	___

15. If you own or otherwise have access to a computer, how have you used it? (Check all that apply.)

a. Word processing ____

b. Statistical analysis ____

c. Filing information ____

d. Searching commercial databases ____

e. Electronic mail ____

f. Searching the Internet ____

g. Searching UWinfo ____

h. Dial-in access to WATCAT (UW Library's online catalogue) ____

i. Others, please specify:

i) ____________________

ii) ____________________

---

16. How often do you use (in person, by telephone, or by e-mail) each library location. (Please check as appropriate.)

		5	4	3	2	1
		At least once per:				**Never**
		Week	***Month***	***Term***	***Year***	
a.	Dana Porter (Arts)	____	____	____	____	____
b.	Davis Centre	____	____	____	____	____
c.	UMD (Map & Design)	____	____	____	____	____
d.	Optometry	____	____	____	____	____

---

17. If you have not used the library in the past year, can you say why?

____

____

18. In what year did you receive your highest degree or qualification? ________

---

19. What is your faculty and department?

	Faculty	Department
Faculty of Arts	______	____________________
Faculty of Applied Health Sciences	______	____________________
Faculty of Engineering	______	____________________
Faculty of Environmental Studies	______	____________________
Faculty of Mathematics	______	____________________
Faculty of Science	______	____________________

---

20. Are you employed:

Full time ______

Partial load (e.g., Half time) ______

Sessional ______

Other, please specify: ____________________

---

21. Your Comments:

____

____

____

Thank you for taking the time to complete the questionnaire.
Please return by November 30 to: Shabiran Rahman, Dana Porter Reference, LIB

February 17, 1994

Dear [Chair]

In November 1993 the Library asked faculty members to participate in a survey of their current information needs. This was the first phase of a comprehensive survey of the information needs of the academic community. The results of this survey will provide the Library with information to plan services and resources, in a period characterized by both fiscal restraint and major technological advances. The survey instrument was created by a team of librarians working with professors from the Department of Sociology.

The second phase of the survey involves two similar questionnaires focussed on the information needs of UW graduate and undergraduate students. Graduate students will be contacted directly by the Graduate Officers of each Department. However, in order to ensure that our sample of undergraduate students is large enough to create a profile for each teaching department, the Library must survey some classes directly.

For this process we will be seeking the cooperation of professors in [name of Department] whose classes were selected for participation by the Survey Team. Approximately 15 minutes of class time will be required to fill out a questionnaire. Next week a letter to these professors will explain the process. This will be followed by a telephone call from a Liaison Librarian who will determine, with the professor, the best class time to conduct the survey.

Please encourage cooperation with this request.

If you have general questions about the survey, I may be reached at x2281 or LIBOFF09@WATSERV1; if you have specific questions about the survey, please contact Shabiran Rahman, the survey coordinator, x2882.

Sincerely yours,

Murray

Murray Shepherd
University Librarian

MCS:nt
Att.

University of Waterloo

Waterloo, Ontario, Canada
N2L 3G1

The Library
519/885-1211

February 28, 1994

Dear

Thank you for participating in the first phase of the Library survey to assess the information needs of the academic community. The survey is now in its second and final phase, where we will survey undergraduate and graduate students.

In order to ensure that the sample of undergraduate students is large enough to create a profile of each department, the Library hopes to administer questionnaires to undergraduate students in the classroom. I am asking you for about 15 minutes of your class time for this important project. Trained personnel will deliver the questionnaires to the classroom, administer them, and collect them.

We would like to conduct the undergraduate survey in the first and second week of March 1994.   , Liaison Librarian for   will be in touch with you to secure your permission and determine the best time and date to conduct the survey.

If you have any questions please call me at X2882, or contact me via my e-mail address, Liboff73.

Sincerely yours

Shabiran Rahman
Reference & Collections Development Librarian
Dana Porter Library
University of Waterloo, Waterloo, Ontario
(519) 885-1211 Ext. 2882

SYSTEMS AND PROCEDURES EXCHANGE CENTER

SERVICE SPECIFIC SURVEYS

ASSOCIATION OF RESEARCH LIBRARIES

OFFICE OF MANAGEMENT SERVICES

90

Total Quality Service
University Libraries / West Library
Recall Process Survey

Recall Policy Summary

Any checked-out item may be recalled at anytime, from anyone, by anyone.
Once an item has been recalled, it is due in 17 days.
If the recalled item is not returned by the due date, the fine is $10.00
and borrowing privileges are suspended.

How satisfied are you with the recall process? ☐ Satisfied ☐ Neutral ☐ Dissatisfied

What do you like most about the recall process?

What do you like least about the recall process?

Do you have any suggestions?

What is your status? ☐ Faculty ☐ Staff ☐ Undergraduate ☐ Graduate ☐ TA/RA ☐ Community Card

If you have a moment

We would like your thoughts on some specific aspects of the recall process.
Please fill out the reverse side of this form and return this to any circulation desk.

Fold and Return by April 25th to:

University Libraries
Circulation Department
Box 871006
Tempe, AZ 85287-1006

1. Please think of yourself as wanting an item that is checked-out.

In the past year, how many times have you recalled an item ?
☐ Never ☐ 1 to 5 ☐ 6 to 15 ☐ 16 or more

Should recall services be available all year, including school breaks? ☐ Yes ☐ No

Should anyone be ineligible from placing a recall? ☐ Yes , who? ________________ ☐ No

Should anyone be exempt from having an item recalled? ☐ Yes , who?____________ ☐ No

Recalls are due 17 days after placement.
Does this meet your needs? ☐ Yes ☐ No, what would be better?____________________

If there are more than two requests for an item,
should the recall loan period (17 days) be shortened? ☐ Yes, how short? ___________ ☐ No

Should there be fines for the late return of a recalled item ? ☐ Yes, how much?________ ☐ No

Should this recall fine increase everyday past the due date? ☐ Yes, how much?________ ☐ No

••

2. Now, please think of yourself as having an item that someone else wants.
Some questions have been repeated because we want your view on both sides of the issue.

In the past year, how many times have you had an item recalled from you?
☐ Never ☐ 1 to 5 ☐ 6 to 15 ☐ 16 or more

Should recall services be available all year, including school breaks? ☐ Yes ☐ No

Should everyone be eligible to place a recall? ☐ Yes ☐ No

Should anyone be exempt from having an item recalled? ☐ Yes , who? _____________ ☐ No

Recalls are due 17 days after placement, does this give you enough time?
☐ Yes ☐ No, what would be better? ______________

If there are more than two requests for an item, would you be willing to return it sooner?
☐ Yes, how soon?____________ ☐ No

Should we fine for the late return of a recalled item? ☐ Yes, how much? ___________ ☐ No

Should this recall fine increase everyday past the due date? ☐ Yes, how much? ______ ☐ No

Generally, when do recall notices arrive?
☐ 10+ days or ☐ 6 to 9 days before the due date
☐ 1 to 5 days ☐ on - or - after the due date ☐ Not applicable

Has there been a time you did not receive a notice? ☐ Yes ☐ No ☐ Not applicable
If yes, why do you think this happened?______________________________

Was the wording of the recall notice appropriate? ☐ Yes ☐ No, why?_______ ☐ Not applicable

Generally, when do you return recalled items?
☐ Immediately ☐ Midway ☐ Right before or on the due date ☐ Late ☐ Not applicable

Other comments?____

Please return to any circulation desk. Thank You.

Survey used 1/93

LIBRARY TOURS SURVEY (Circle the appropriate responses).

Write initials here

Tear off here.

1. I am a(n) undergraduate graduate other__________

2. I am a new student transfer student continuing student

3. This tour was very useful somewhat useful not very useful

4. What I really need to find out about the University Libraries is

   how to use the Online Catalog how to find books and journals how to use journal indexes

   how to use CD-ROMs other__________

5. The best way for me to learn about using the library is

   tours handouts about library materials and services ask library staff as I go along

   library instruction sessions in my classes other__________

6. I think library tours should be offered

   the week before classes begin the first week of classes later during the semester

   other__________

7. I found out about this library tour from

   signs and handouts in campus libraries flyers on campus bulletin boards

   State Press daily announcements electronic billboard in the MU other__________

LAUINGER LIBRARY
SURVEY OF USER NEEDS
SERIALS

The Serials staff want to consider how to better serve your needs. Please take a few minutes to complete this short, confidential questionnaire.

1. **In your research this academic year, how many of the periodical and newspaper articles that you wanted to use were available at Georgetown?**

   ☐ 0 to 20%
   ☐ 21 to 40%
   ☐ 41 to 60%
   ☐ 61 to 80%
   ☐ 81 to 100%

2. **Of the articles that you identified and wanted to use that were NOT available at Georgetown, please estimate *(in percentages)* the reasons why.**

   ☐% Georgetown does not receive the publication needed
   ☐% Georgetown receives the publication but the needed issues could not be found in a timely manner
   ☐% Other *(Please specify)*:

   ____

3. **Please rank (1-7, with 1 being most important) what you did to get the articles that were NOT available at Georgetown:**

   ☐ Requested through interlibrary loan
   ☐ Used other document delivery services
   ☐ Went to the Library of Congress
   ☐ Went to other local university libraries
   ☐ Used an abstract or summary of the article
   ☐ Didn't try to get the article
   ☐ Other *(Please specify)*:

   ____

4. **Please rank (1-10, with 1 being most important) what you think would contribute most to satisfying your needs for periodical literature at Georgetown:**

   ☐ Additional current periodical subscriptions
   ☐ Additional copies of popular titles
   ☐ Subsidized or free interlibrary loan
   ☐ Subsidized or free commercial document delivery
   ☐ Faster replacement of missing issues
   ☐ Better security for existing collection
   ☐ More machine-searchable indexes and abstracts
   ☐ More titles in CD-ROM image files
   ☐ Additional full-text access via computer databases
   ☐ Other *(Please specify)*:

   ____

5. **What has been the greatest obstacle to your success in finding and using periodical literature at Georgetown?**

6. **Are there any particular periodicals that should receive priority in being added to the collection at Georgetown?**

(Survey continues on other side)

Please check all that apply:

☐ Georgetown faculty. College and/or department:

____

☐ Georgetown graduate student. Program:

____

☐ Georgetown undergraduate. College and/or department:

____

☐ 1st year ☐ 2nd year
☐ 3rd year ☐ 4th year

☐ Georgetown staff or administration

☐ Other, *please specify*:

____

If you have an E-mail address, is it on:

☐ The Acadmic Computer Center's Vax

☐ Information Technology's mainframe (PROFS)

☐ Other, *please specify*:

____

Thank you very much for completing this questionnaire. Your comments are appreciated.

PLEASE RETURN SURVEY IN
BOXES PROVIDED IN LIBRARY
-or-
DROP IN CAMPUS MAIL TO:
MARK JACOBS, ACCESS SERVICES
LAUINGER LIBRARY

LAUINGER LIBRARY
SURVEY OF USER NEEDS
GOVERNMENT DOCUMENTS AND MICROFORMS

The Government Documents and Microforms staff want to consider how to better serve your needs. Please take a few minutes to complete this short, confidential questionnaire.

1. When do you visit Government Documents and Microforms?

☐ Weekdays
☐ Week nights:
  ☐ 6:00 - 9:00 pm
  ☐ 9:00 - 11:00 pm
☐ Weekends

2. Did you find what you were looking for?

☐ Yes
☐ No

If no, why?

☐ Library doesn't own item
☐ Didn't ask for assistance
☐ Staff members weren't helpful
☐ Other *(Please specify):*

____

3. Did you use the Government Documents CD-ROMs?

☐ Yes
☐ No

If yes, which database did you use?

____

Please rate its ease of use:

☐ Able to use without assistance
☐ Able to use with onscreen assistance
☐ Able to use after staff instruction
☐ Able to use with library guide

Would a printed guide to this database help you use it more effectively?

☐ Yes
☐ No

4. Did you have to wait to use the CD-ROM equipment?

☐ Yes
☐ No

If yes, which database were you trying to search?

____

5. Did you use the Lexis/Nexis system?

☐ Yes
☐ No

If yes, how did you learn to search it?

☐ Class offered by library
☐ Tutorial on Blommer Information Center
☐ Individual instruction by library staff
☐ Videotape in the A-VLRC
☐ Other *(Please specify):*

____

6. How did you learn that the library had the Lexis/Nexis system?

☐ Word of mouth
☐ Library flyer
☐ Other *(Please specify):*

____

(Survey continues on other side)

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7. **If you were looking for newspapers or periodicals in microform, did the library have the title(s)?**

☐ Yes
☐ No

If no, please list titles:

____

8. **Did you use a microform reader/printer?**

☐ Yes
☐ No

If yes, please rate its ease of use:

☐ Able to use without assistance
☐ Able to use with posted instructions on machine
☐ Able to use only with staff assistance

9. **Did you have to wait to use a microform reader/ printer?**

☐ Yes
☐ No

If yes, please list time of day:

____

11. **What other resources/equipment would you like to see in Government Documents and Microforms?**

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Please check all that apply:

☐ Georgetown faculty. College and/or department:

____

☐ Georgetown graduate student. Program:

____

☐ Georgetown undergraduate. College and/or department:

____

☐ 1st year
☐ 2nd year
☐ 3rd year
☐ 4th year

☐ Georgetown staff or administration

☐ Other, *please specify*:

____

If you have an E-mail address, is it on:

☐ The Academic Computer Center's Vax

☐ Information Technology's mainframe (PROFS)

☐ Other, *please specify*:

____

Thank you very much for completing this questionnaire. Your comments are appreciated.

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MARK JACOBS, ACCESS SERVICES
LAUINGER LIBRARY

LAUINGER LIBRARY
SURVEY OF USER NEEDS
ACCESS SERVICES

The Access Services staff want to consider how to better serve your needs. Please take a few minutes to complete this short, confidential questionnaire.

1. **Access Services notifies you of overdue books, recalled books, and books that are being held for your pick-up. How would you prefer to be notified?**

☐ By mail
☐ By telephone
☐ By electronic mail on the ACC's Vax
☐ By electronic mail on PROFS
☐ Other (*Please specify*): ______________________

2. **How do you make requests to recall a book which is checked out?**

☐ Using the Library Book Request cards available from the Circulation desk
☐ Using the "Request an Item" option on George

2a. **How often have you been able to get the items you recalled in question #2?**

☐ Almost always (80-100%)
☐ Usually (60-80%)
☐ About half of the time (40-60%)
☐ Not very often (20-40%)
☐ Rarely or never (0-20%)
☐ Not applicable

3. **How often are the Reserve readings you need available when you wish to use them?**

☐ Almost always (80-100%)
☐ Usually (60-80%)
☐ About half of the time (40-60%)
☐ Not very often (20-40%)
☐ Rarely or never (0-20%)
☐ Not applicable

4. **Do you have to wait to use a terminal to look up Reserve readings?**

☐ Almost always (80-100%)
☐ Usually (60-80%)
☐ About half of the time (40-60%)
☐ Not very often (20-40%)
☐ Rarely or never (0-20%)
☐ Not applicable

5. **Are you familiar with the following features of George, our online catalog? (*Check all that apply.*)**

☐ Request item (library will hold the book at the Circulation Desk)
☐ Make a suggestion to library staff
☐ View your circulation record
☐ Recommend additional items the library should acquire
☐ Library Information screens
☐ Keyword searching (allows you to search by individual words either separately or in combination with other words.)
☐ Limit your search (allows you to limit a search result by a number of characteristics of the publication.)

6. **Heavily-used periodicals are kept at Reserve. Can you suggest additional periodical titles you think should be kept there?**

7. **Would you be interested in being able to renew your books yourself on George, the online catalog?**

☐ Yes
☐ No
☐ Don't care

(Survey continues on othe side)

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8. **What additional services or changes in current services would you like the Circulation and Reserve desks to implement?**

9. **How often do you find the library too noisy?**

   ☐ Almost always (80-100%)
   ☐ Usually (60-80%)
   ☐ About half of the time (40-60%)
   ☐ Not very often (20-40%)
   ☐ Rarely or never (0-20%)
   ☐ Not applicable

   Where and when (time of day, day of week) have you found this to be the case?

   ____

10. **Considering all library services and resources, what is the aspect of the library that most needs improvement?**

Please check all that apply:

☐ Georgetown faculty. College and/or department:

____

☐ Georgetown graduate student. Program:

____

☐ Georgetown undergraduate. College and/or department:

____

☐ 1st year ☐ 2nd year
☐ 3rd year ☐ 4th year

☐ Georgetown staff or administration

☐ Other, *please specify*:

____

If you have an E-mail address, is it on:

☐ The Academic Computer Center's Vax

☐ Information Technology's mainframe (PROFS)

☐ Other, *please specify*:

____

Thank you very much for completing this questionnaire. Your comments are appreciated.

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MARK JACOBS, ACCESS SERVICES
LAUINGER LIBRARY

LAUINGER LIBRARY
SURVEY OF USER NEEDS
INTERLIBRARY LOAN

The Interlibrary Loan staff want to consider how to better serve your needs. Please take a few minutes to complete this short, confidential questionnaire.

1. **Do you receive the materials you request from Interlibrary Loan in a timely manner?**

☐ Almost always (80-100%)
☐ Usually (60-80%)
☐ About half of the time (40-60%)
☐ Not very often (20-40%)
☐ Rarely or never (0-20%)
☐ Not applicable

2. **Usually, how many days are you willing to wait to receive photocopies of articles through ILL?**

☐ 1-3 days
☐ 4-6 days
☐ 7-10 days
☐ 10+ days

3. **Usually, how many days are you willing to wait to receive books through ILL?**

☐ 1-3 days
☐ 4-6 days
☐ 7-10 days
☐ 10+ days

4. **Interlibrary Loan currently calls you when your requests have been received. How would you prefer to be notified?**

☐ By mail
☐ By telephone
☐ By electronic mail on the ACC's Vax
☐ By electronic mail on PROFS
☐ Other *(Please specify)*:

____

5. **The library does not charge for interlibrary loans in most cases. Would you be willing to pay (generally $15-$20) for faster turnaround time for copies of articles?**

☐ Yes
☐ No
☐ In certain circumstances *(Please specify)*:

6. **Would you be willing to pay (generally $15-$25) to have copies of articles faxed directly to your home or office fax machine?**

☐ Yes
☐ No
☐ In certain circumstances *(Please specify)*:

7. **Where would you prefer to pick up the materials you request on Interlibrary Loan?**

☐ Lauinger Library
☐ Science Library
☐ Other location *(Please specify)*:

____

8. ***CARL UnCover*, a database available through George, provides the tables of contents of 15,000 journal titles and the ability to request, for a fee, that a specific article be sent to any fax machine you specify. Have you ever used *UnCover*?**

☐ Yes, to search for articles
☐ Yes, to request delivery of articles
☐ No. I was unaware *UnCover* was available.
☐ No. Cost of delivery is too expensive.
☐ No. Journals I need are not included in *UnCover*.

(Survey continues on other side)

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Please check all that apply:

☐ Georgetown faculty. College and/or department:

____

☐ Georgetown graduate student. Program:

____

☐ Georgetown undergraduate. College and/or department:

____

☐ 1st year ☐ 2nd year
☐ 3rd year ☐ 4th year

☐ Georgetown staff or administration

☐ Other, *please specify*:

____

If you have an E-mail address, is it on:

☐ The Academic Computer Center's Vax

☐ Information Technology's mainframe (PROFS)

☐ Other, *please specify*:

____

Thank you very much for completing this questionnaire. Your comments are appreciated.

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LAUINGER LIBRARY

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LAUINGER LIBRARY
SURVEY OF USER NEEDS
CAMPUS SERVICES, AUDIO-VISUAL LRC

The A-VLRC staff want to consider how to better serve your classroom audio-visual needs. Please take a few minutes to complete this short questionnaire.

1. When requesting assistance from the A-VLRC staff, have you:

Found the staff courteous and helpful?

☐ Almost always (80-100%)
☐ Usually (60-80%)
☐ About half of the time (40-60%)
☐ Not very often (20-40%)
☐ Rarely or never (0-20%)
☐ Not applicable

Ever gotten more than one answer to the same question?

☐ Almost always (80-100%)
☐ Usually (60-80%)
☐ About half of the time (40-60%)
☐ Not very often (20-40%)
☐ Rarely or never (0-20%)
☐ Not applicable

Been directed to other places where you can find media or services that the A-VLRC does not have?

☐ Almost always (80-100%)
☐ Usually (60-80%)
☐ About half of the time (40-60%)
☐ Not very often (20-40%)
☐ Rarely or never (0-20%)
☐ Not applicable

Been shown how to properly operate the equipment?

☐ Almost always (80-100%)
☐ Usually (60-80%)
☐ About half of the time (40-60%)
☐ Not very often (20-40%)
☐ Rarely or never (0-20%)
☐ Not applicable

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2. In courses you teach, how often do you use audio-visual equipment (16mm/overhead/slide projectors, video players/monitors, video projectors, lecternettes, screens/accessories) from the A-VLRC?

☐ Almost always (80-100%)
☐ Usually (60-80%)
☐ About half of the time (40-60%)
☐ Not very often (20-40%)
☐ Rarely or never (0-20%)
☐ Not applicable

If you use the equipment, is it set up on time?

☐ Almost always (80-100%)
☐ Usually (60-80%)
☐ About half of the time (40-60%)
☐ Not very often (20-40%)
☐ Rarely or never (0-20%)
☐ Not applicable

Can you suggest ways that we can serve you better?

3. In courses you teach, how often do you use media from the A-VLRC collection (films, compact discs, slides, videocassettes, etc.) in the classroom?

☐ Almost always (80-100%)
☐ Usually (60-80%)
☐ About half of the time (40-60%)
☐ Not very often (20-40%)
☐ Rarely or never (0-20%)
☐ Not applicable

(Survey continues on other side)

4. **In courses you teach, how often do you use titles rented for you by the A-VLRC in the classroom?**

☐ Almost always (80-100%)
☐ Usually (60-80%)
☐ About half of the time (40-60%)
☐ Not very often (20-40%)
☐ Rarely or never (0-20%)
☐ Not applicable

5. **How often does the A-VLRC have the titles that you need in its collection?**

☐ Almost always (80-100%)
☐ Usually (60-80%)
☐ About half of the time (40-60%)
☐ Not very often (20-40%)
☐ Rarely or never (0-20%)
☐ Not applicable

What titles do you wish the A-VLRC to purchase?

6. **Is there any audio-visual equipment/technology that you would like to see provided for use in the main campus classrooms to aid in the academic process? *(Please specify.)***

7. **What is the most effective way of informing you of new titles/services offered through the A-VLRC?**

☐ Campus mail
☐ Campus newspapers (Hoya, Voice, Blue & Gray)
☐ Electronic mail
☐ Faculty/Library newsletter
☐ Posted or distributed flyer
☐ PROFS bulletin board
☐ Word of mouth
☐ Other *(Please specify)*:

____

Please check all that apply:

☐ Georgetown faculty. College and/or department:

____

☐ Georgetown graduate student. Program:

____

☐ Georgetown staff or administration

☐ Other, *please specify*:

____

If you have an E-mail address, is it on:

☐ The Academic Computer Center's Vax

☐ Information Technology's mainframe (PROFS)

☐ Other, *please specify*:

____

Thank you very much for completing this questionnaire. Your comments are appreciated.

PLEASE RETURN SURVEY TO A-VLRC STAFF MEMBER
-or-
DROP IN CAMPUS MAIL TO:
MARK JACOBS, ACCESS SERVICES
LAUINGER LIBRARY

LAUINGER LIBRARY
SURVEY OF USER NEEDS
REFERENCE DEPARTMENT

The Reference staff want to consider how to better serve your needs. Please take a few minutes to complete this short, confidential questionnaire.

1. **Are Reference staff able to help you find the information you are looking for?**

   ☐ Almost always (80-100%)
   ☐ Usually (60-80%)
   ☐ About half of the time (40-60%)
   ☐ Not very often (20-40%)
   ☐ Rarely or never (0-20%)
   ☐ Not applicable

2. **If not, please tell us why the information was not found.** ***(Check all that apply.)***

   ☐ Library did not own material and I was NOT referred to another source for obtaining it
   ☐ Library did not own material and I WAS referred to another source for obtaining it
   ☐ The librarian did not seem to understand my question or know what to do with it
   ☐ The librarian was too busy to give me enough help
   ☐ Other *(Please specify):*

   ____

3. **What to you is a reasonable amount of waiting time to get assistance at the Reference Desk?**

   ☐ One minute
   ☐ Two minutes
   ☐ Three minutes
   ☐ Four minutes
   ☐ Five minutes

4. **At the Reference Desk, how often have you had to wait MORE than a reasonable amount of time for someone to assist you?**

   ☐ Almost always (80-100%)
   ☐ Usually (60-80%)
   ☐ About half of the time (40-60%)
   ☐ Not very often (20-40%)
   ☐ Rarely or never (0-20%)
   ☐ Not applicable

5. **The library uses a Self-Guided Tour to introduce new students to Lauinger Library. Have you completed it?**

   ☐ Yes
   ☐ No
   ☐ Not applicable to me

   If yes, did the tour provide you with enough information in order to: ***(Check all that apply.)***

   ☐ Use George, the online catalog, to locate books?
   ☐ Find periodical articles?
   ☐ Find a book by call number and location code?
   ☐ Know locations of services such as Reference, Reserve and Circulation, and collections such as government documents, microforms and audiovisual?

6. **How often do the sources you use in the Reference area provide the information you need or lead you to other sources that do so?**

   ☐ Almost always (80-100%)
   ☐ Usually (60-80%)
   ☐ About half of the time (40-60%)
   ☐ Not very often (20-40%)
   ☐ Rarely or never (0-20%)
   ☐ Not applicable

(Survey continues on other side)

7. **What types of sources or information have you NOT been able to find in the Reference area and Reference collection?** ***(Please specify):***

8. **Which of the following have you used before?** ***(Check all that apply.)***

- ☐ Computerized periodical indexes, such as *ABI/ Inform*, *Newspaper Abstracts*, *Humanities Index*
- ☐ Computerized databases in *FirstSearch* (accessible through George with password)
- ☐ Full-text electronic sources such as *Disclosure* (company annual reports), *National Trade Data Bank*, *Lexis/Nexis*
- ☐ *Carl Uncover* (accessible through George, provides keyword indexing to tables of contents of current periodicals)
- ☐ Library of Congress catalog
- ☐ Other library catalogs, such as ALADIN, GU Medical or GU Law
- ☐ Internet resources such as Gophers, E-mail or E-conferences

9. **If the library offered classes in the following areas, which one(s) would you attend?**

- ☐ Search techniques for CD-ROM periodical indexes
- ☐ *Disclosure* or *National Trade Data Bank*
- ☐ *Carl UnCover*
- ☐ Library of Congress catalog
- ☐ *FirstSearch* searching techniques
- ☐ Internet information sources
- ☐ Other *(Please specify):*

10. **Additional Comments:**

Please check all that apply:

☐ Georgetown faculty. College and/or department:

☐ Georgetown graduate student. Program:

☐ Georgetown undergraduate. College and/or department:

- ☐ 1st year
- ☐ 3rd year
- ☐ 2nd year
- ☐ 4th year

☐ Georgetown staff or administration

☐ Other, *please specify*:

If you have an E-mail address, is it on:

☐ The Academic Computer Center's Vax

☐ Information Technology's mainframe (PROFS)

☐ Other, *please specify*:

Thank you very much for completing this questionnaire. Your comments are appreciated.

PLEASE RETURN SURVEY IN BOXES PROVIDED IN LIBRARY
-or-
DROP IN CAMPUS MAIL TO:
MARK JACOBS, ACCESS SERVICES
LAUINGER LIBRARY

LAUINGER LIBRARY
SURVEY OF USER NEEDS
RESOURCE CENTER, AUDIO-VISUAL LRC

The A-VLRC staff want to consider how to better serve your audio-visual needs. Please take a few minutes to complete this short, confidential questionnaire.

1. **When do you usually use the A-VLRC in Lauinger Library?** ***(Please check all that apply.)***

   ☐ Monday-Friday, 8:30 a.m. - 5:00 p.m.
   ☐ Monday-Friday, 5:00 p.m. - 11:00 p.m.
   ☐ Saturday
   ☐ Sunday

2. **What materials/services do you use when you visit the A-VLRC in Lauinger Library?** ***(Please check all that apply.)***

   ☐ View a video
   ☐ Listen to compact discs
   ☐ Watch television (PBS, C-SPAN)
   ☐ View slides
   ☐ View 16mm (reel) films
   ☐ View/listen to assigned reserve material
   ☐ Use a booth as part of a group review session

   Why do you usually visit the A-VLRC? ***(Please check all that apply.)***

   ☐ To fulfill a class assignment
   ☐ In conjunction with research
   ☐ For leisure use
   ☐ Other *(Please specify):*

   ____

3 **When requesting assistance from the A-VLRC staff, have you:** ***(Please check all that apply.)***

   ☐ Found the staff courteous and helpful
   ☐ Ever gotten more than one answer to the same question
   ☐ Been directed to other places where you can find media or services that the A-VLRC does not have
   ☐ Been shown how to properly operate the equipment

4. **When you cannot locate a particular title for use in the A-VLRC, does the staff demonstrate how to locate the call number using George, the online catalog?**

   ☐ Yes
   ☐ No

5. **During a typical semester, how frequently do you use media (films, compact discs, slides, videocassettes, etc.) from the A-VLRC collection?**

   ☐ once a day
   ☐ once a week
   ☐ once a month
   ☐ once a semester

6. **Is the audio-visual media you need normally available?**

   ☐ Almost always (80-100%)
   ☐ Usually (60-80%)
   ☐ About half of the time (40-60%)
   ☐ Not very often (20-40%)
   ☐ Rarely or never (0-20%)
   ☐ Not applicable

   What title(s) were not available to you when needed?

7. **Does the A-VLRC have the titles that you need in its collection?**

   ☐ Almost always (80-100%)
   ☐ Usually (60-80%)
   ☐ About half of the time (40-60%)
   ☐ Not very often (20-40%)
   ☐ Rarely or never (0-20%)
   ☐ Not applicable

(Survey continues on other side)

If not, what titles do you wish the A-VLRC to purchase?

8. **How often has a carrel been available for your use?**

   - ☐ Almost always (80-100%)
   - ☐ Usually (60-80%)
   - ☐ About half of the time (40-60%)
   - ☐ Not very often (20-40%)
   - ☐ Rarely or never (0-20%)
   - ☐ Not applicable

9. **If you could improve equipment or services in the Resource Center, what would you like the A-VLRC to do and why?**

10. **What is the most effective way of informing you of new titles/services offered through the A-VLRC?**

    - ☐ Campus mail
    - ☐ Campus newspapers (Hoya, Voice, Blue & Gray)
    - ☐ Electronic mail
    - ☐ Faculty/Library newsletter
    - ☐ Posted or distributed flyer
    - ☐ PROFS bulletin board
    - ☐ Word of mouth
    - ☐ Other *(Please specify)*:

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Please check all that apply:

☐ Georgetown faculty. College and/or department:

☐ Georgetown graduate student. Program:

☐ Georgetown undergraduate. College and/or department:

☐ 1st year ☐ 2nd year
☐ 3rd year ☐ 4th year

☐ Georgetown staff or administration

☐ Other, *please specify*:

If you have an E-mail address, is it on:

☐ The Academic Computer Center's Vax

☐ Information Technology's mainframe (PROFS)

☐ Other, *please specify*:

Thank you very much for completing this questionnaire. Your comments are appreciated.

PLEASE RETURN SURVEY IN BOX AT A-V FRONT COUNTER
-or-
DROP IN CAMPUS MAIL TO:
MARK JACOBS, ACCESS SERVICES
LAUINGER LIBRARY

BLOMMER SCIENCE LIBRARY
SURVEY OF USER NEEDS

The Science Library staff wants to learn how best to meet your information needs with electronic resources. We appreciate your taking a few minutes to answer this short questionnaire. Your responses to all questions will be completely anonymous.

1. **How often do you use the Science Library electronic information resources, via CD-ROM or via "Connect to Another Database" on George terminals?**

☐ First time user
☐ Once or twice a semester
☐ About once a month
☐ Every week
☐ More than once a week

2. **What are the primary reasons you consult the Science Library's electronic resources?** ***(Check all that apply.)***

☐ Research for publication
☐ Grant supported research
☐ Dissertation/Master's thesis
☐ Senior thesis
☐ Class assignments
☐ Seminar projects
☐ Citation verification
☐ Qualifying examinations
☐ Laboratory experiments
☐ Course bibliographies
☐ Grant proposal preparation
☐ Career development/Continuing education
☐ Other *(Please specify):*

____

3. **How would you rate the importance of these electronic resource features/capabilities?** ***(Please rate each feature/capability using the following scale.)***

1 = IMPORTANT
2 = SOMEWHAT IMPORTANT
3 = NOT IMPORTANT
4 = NOT FAMILIAR WITH THIS FEATURE

Resource has:

☐ Searchable article summaries (abstracts)
☐ Timely information
☐ List of journals indexed
☐ List of subjects indexed (online thesaurus)
☐ Clear menus, onscreen guides, and prompts
☐ Ability to combine/expand search concepts
☐ Ability to capture specific records to print or save
☐ Indication that cited materials are available at GU
☐ Consistent subject indexing
☐ Other *(Please specify):*

____

4. **Indicate the problems you encounter when using the Science Library's electronic information resources.** ***(Check all that apply.)***

☐ No problems

☐ Difficulties deciding appropriate database
☐ Written instruction aids do not answer questions
☐ Lack of instruction by library staff
☐ Method of searching database unclear or confusing
☐ Printer problems
☐ Database temporarily unavailable
☐ Equipment repair or maintenance
☐ Staff unavailable to provide assistance
☐ Staff unable to provide assistance
☐ Library does not own items cited
☐ Other *(Please specify):*

____

(Survey continues on other side)

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5. What electronic information resource(s) would you want to learn more about in a training session?

☐ *CARL UnCover* (indexes 15,000 journals)
☐ *FirstSearch* (40 multidisciplinary databases)
☐ Library catalogs available on the Internet
☐ *Books in Print Plus*
☐ *Science Citation Index*
☐ *Applied Science and Technology Index*
☐ *General Science Index*
☐ *MEDLINE*
☐ *Biological Abstracts*
☐ *Biological and Agricultural Index*
☐ *Cambridge Structural Database* (chemistry)
☐ *SANDRA* software (accessing *Beilstein's Handbook)*
☐ *STN Express* (accessing chemical information)
☐ *NIST Chemical Kinetics Database*
☐ Other *(Please specify):*

____

6. The Science Library plans to offer library instruction on our electronic information resources. Indicate when you would most likely be able to attend a 30 to 40 minute training session?

Day(s) of week:

____

Time(s) of day:

____

☐ Do not wish to attend

7. What is the most effective way of informing you of a new electronic information resource?

☐ Posted and distributed flyer
☐ Campus mail
☐ Electronic mail
☐ PROFS bulletin board
☐ *Faculty/Library Newsletter*
☐ Campus newspapers (*Voice, Hoya, Blue & Gray*)
☐ Announcement during instruction session
☐ Word of mouth
☐ Other *(Please specify):*

______________________________ 109

8. If you have any additional comments about electronic information resources or about the Science Library, please write them here.

Please check all that apply:

☐ Georgetown faculty. College and/or department:

____

☐ Georgetown graduate student. Program:

____

☐ Georgetown undergraduate. College and/or department:

____

☐ 1st year ☐ 2nd year
☐ 3rd year ☐ 4th year

☐ Georgetown staff or administration

☐ Other, *please specify*:

____

If you have an E-mail address, is it on:

☐ The Academic Computer Center's Vax

☐ Information Technology's mainframe (PROFS)

☐ Other, *please specify*:

____

Thank you very much for completing this questionnaire. Your comments are appreciated.

PLEASE RETURN SURVEY TO THE BOX MARKED 'COMPLETED SURVEY FORMS' NEAR THE ENTRANCE AREA.
-or-
DROP IN CAMPUS MAIL TO:
PEG O'ROURKE, SCIENCE LIBRARY
302 REISS SCIENCE BUILDING

University of Guelph

1ST FLOOR GENERAL REFERENCE SERVICE SURVEY

WE NEED YOUR HELP. The library is examining the **1st floor General Reference Service Area**. The information you provide will assist us in improving this service area. Please take a few minutes to answer the following questions.

Date: ______________________ Time: ________ AM / PM

Section 1 - INTRODUCTORY

The **General Reference Service Area** is comprised of: a General Reference Service desk, 8 library catalogue terminals, 3 computer-based index workstations, a reference collection, a browsing book collection, a journal collection, the Forester Room (housing the newspaper collection), photocopiers, microfiche and microfilm readers, and study carrels.

1. Are you aware of the **General Reference Service Area** located on the **1st floor** of the McLaughlin Library? **Please place a check mark beside your answer.**

☐ Yes ☐ No

IF YOU ANSWERED "NO" TO QUESTION #1 PLEASE SKIP TO QUESTION #11

2. Do you use the **General Reference Service Area** on the **1st floor** of the McLaughlin Library? **Please place a check mark beside your answer.**

☐ Yes ☐ No

IF YOU ANSWERED "NO" TO QUESTION #2 PLEASE SKIP TO QUESTION #11

3. How often do you use the **General Reference Service Area** on the **1st floor** of the McLaughlin Library? **Please place a check mark in the appropriate box.**

☐ Once a week or more ☐ Two or three times a month
☐ Once a month ☐ Less than once a month

4. Which other **1st floor** services do you use? **Please place a check mark in the appropriate box.**

☐ Circulation ☐ CCS microcomputer pool
☐ Reserve ☐ Access Centre (for students with disabilities)
☐ Vital/Cadrill Workstations ☐ Other (**please specify**)______________________

Section 2 - GENERAL REFERENCE SERVICES

5. Based on your own experience in using the **1st floor General Reference Service Area**, please rate your level of satisfaction of the services offered. **Circle the appropriate number that best represents your level of satisfaction.**

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Don't Know	Does Not Apply
a) Reference service by general reference staff during the day............................*1st floor*	1	2	3	4	5	8	9
b) Reference service by general reference staff during the evening......................*1st floor*	1	2	3	4	5	8	9
c) Reference service by general reference staff during the week-ends...................*1st floor*	1	2	3	4	5	8	9
d) browsing book collection.............*1st floor*	1	2	3	4	5	8	9
e) journal & periodical collection.......*1st floor*	1	2	3	4	5	8	9
f) indexes to journal & periodical collection...................................*1st floor*	1	2	3	4	5	8	9
g) newspaper collection....................*1st floor*	1	2	3	4	5	8	9
h) reference collection (including directories, dictionaries, handbooks, etc.).........*1st floor*	1	2	3	4	5	8	9
i) study carrels...............................*1st floor*	1	2	3	4	5	8	9
j) microfilm readers/printers.............*1st floor*	1	2	3	4	5	8	9
k) photocopiers..............................*1st floor*	1	2	3	4	5	8	9
l) Forester Room...........................*1st floor*	1	2	3	4	5	8	9
m) signs for directional information.....*1st floor*	1	2	3	4	5	8	9

BEST COPY AVAILABLE

6. If you feel that ANY aspect of the **Reference Service** is not satisfactory, please explain why not? Specify each service you are commenting on.

Section 3 - GENERAL REFERENCE SERVICE FACILITIES

7. According to your experience in the **General Reference Service Area**, please rate your level of satisfaction for each item below. **Circle the appropriate number that best represents your level of satisfaction.**

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Don't Know	Does Not Apply
a) Hours of Reference Service on the 1st floor	1	2	3	4	5	8	9
b) Signs for directional information on the 1st floor	1	2	3	4	5	8	9
c) Layout of 1st floor	1	2	3	4	5	8	9
d) Quietness of 1st floor	1	2	3	4	5	8	9
e) Adequacy of work space on 1st floor	1	2	3	4	5	8	9
f) Lighting on 1st floor	1	2	3	4	5	8	9
g) Temperature on 1st floor	1	2	3	4	5	8	9
h) Air quality on 1st floor	1	2	3	4	5	8	9
i) Photocopiers on 1st floor	1	2	3	4	5	8	9
j) Microfiche readers/printers on 1st floor	1	2	3	4	5	8	9
k) Ease of physical access to materials (books, journals, newspapers) on 1st floor	1	2	3	4	5	8	9

8. If you feel that ANY aspect of the **1st floor General Reference Service's** facilities is not satisfactory, please explain why not? Specify each aspect of the facilities you are commenting on.

Section 4 - FUTURE SERVICES

9. How important would the following services be to you on the **1st floor of the McLaughlin Library**? **Please circle the appropriate number that best represents your level of importance.**

	Not Important	Somewhat Important	Neutral	Important	Very Important	Don't Know	Does Not Apply
a) Consulting library staff for reference needs	1	2	3	4	5	8	9
b) Consulting library staff for directional information	1	2	3	4	5	8	9
c) Accessing library catalogue terminals	1	2	3	4	5	8	9
d) Accessing computer-based indexes	1	2	3	4	5	8	9
e) Availability of study area (individual)	1	2	3	4	5	8	9
f) Availability of study area (group)	1	2	3	4	5	8	9
g) Consulting books on the 1st floor	1	2	3	4	5	8	9
h) Consulting journals & newspapers on the 1st floor	1	2	3	4	5	8	9

10. Is there any equipment or technology that you think the library should offer on the **1st floor**, but does NOT provide currently? Please be specific in your answer.

PLEASE SKIP TO QUESTION #12

Section 5 - NON-USERS

11. Why have you not used the General Reference Services? **Please place a check mark beside ALL boxes that apply.**

- ☐ My work does not require the use of this area
- ☐ I don't know what services this area offers
- ☐ I use other sources of information **(please specify)**____________________
- ☐ The library hours are not convenient
- ☐ Library staff are not helpful and/or not friendly
- ☐ Other **(please specify)**________________

Section 6 - RESPONDENT INFORMATION (this section is optional)

Finally, a few questions about yourself (optional) :

12. I am a ☐ U o G undergraduate student
☐ U o G graduate student
☐ U o G faculty
☐ U o G staff
☐ High School student/teacher
☐ Other **(please specify)**________________________

Section 7 - GENERAL COMMENTS

13. Please use this space to address areas of concern or interest that were not included in the survey. Are there additional services that you feel the library could provide? Please continue your comments on the back of this sheet.

Thank you for your time in completing the survey.

☞ PLEASE RETURN THIS SURVEY TO THE BOXES MARKED
GENERAL REFERENCE SURVEY STUDY
AT ANY REFERENCE DESK OR AT THE CHARGE
OUT DESK ON YOUR WAY OUT OF THE LIBRARY.

REPORTING RESULTS

EVOLUTION OF USER SURVEYS AT COLORADO STATE UNIVERSITY LIBRARIES

American Library Association
Annual Conference, June 27, 1994
Miami, Florida

by

Mike Culbertson and Teri Switzer

GENERAL OVERVIEW

PROBLEM: LACK OF DATA CONCERNING USER SATISFACTION WITH SERVICES AND FACILITIES IN THE LIBRARY. NO CLEAR IDEA EXISTED OF WHETHER SERVICES WERE ADEQUATE AND HOW OFTEN THEY WERE USED. A GENERAL SENSE OF DISSATISFACTION WITH FACILITIES EXISTED AMONG USERS AND STAFF BUT SPECIFIC PROBLEM AREAS HAD NOT BEEN IDENTIFIED.

OBJECTIVES:

- DETERMINE USER EXPECTATIONS FOR SERVICE AND WHETHER THESE ARE BEING MET.

- DETERMINE WHETHER TRADITIONAL METHODS OF DELIVERING SERVICE ARE STILL ADEQUATE TO MEET USER EXPECTATIONS.

- LOOK AT FACILITIES IN THE LIBRARY, CAN THE PHYSICAL ENVIRONMENT BE CHANGED TO ENHANCE SERVICES TO USERS.

- EXPLORE CHANGES IN STAFFING WHICH COULD IMPROVE SERVICES TO USERS.

METHODOLOGY: A SERIES OF IN-HOUSE SURVEYS WAS CONDUCTED BEGINNING IN 1980.

1) THE FIRST WAS AN EXTENSIVE SURVEY OF LIBRARY USERS SEEKING THEIR OPINIONS ON THE LAYOUT OF THE MAIN LIBRARY BUILDING AND PLACEMENT OF SERVICE POINTS.

2) THIS WAS FOLLOWED IN 1988 BY A SURVEY, LASTING SEVERAL MONTHS, WHICH MEASURED USER SUCCESS IN LOCATING MATERIALS.

3) A STUDY IN 1989 USING THE WISCONSIN-OHIO REFERENCE SURVEY MEASURED SUCCESS OF REFERENCE STAFF IN ANSWERING QUESTIONS AND ADDRESSING RESEARCH NEEDS.

4) A LOCALLY DESIGNED STUDY IN 1990/1991 ADDRESSED USER DIFFICULTIES IN SEARCHING THE LIBRARY ONLINE PUBLIC ACCESS CATALOG BY USING ONE ON ONE INTERVIEWS CONDUCTED AT OPAC TERMINALS.

5) A RECENT SURVEY, DONE IN 1992/1993, SOLICITED OPINIONS FROM USERS REGARDING LIBRARY SERVICES AND FACILITIES. THE USERS WERE SURVEYED IN MEETINGS OF SMALL FOCUS GROUPS.

FINDINGS:

- NEED FOR MORE USER SEATING.
- SEPARATE PERIODICALS FROM MONOGRAPHS.
- INCREASE LIBRARY INSTRUCTION.
- CONSIDER ADDING REFERENCE ROVERS IN STRATEGIC AREAS.
- ADDRESS OUT-OF-BUILDING STORAGE OF 40% OF OUR COLLECTION.
- SEPARATE ROOM FOR CD-ROM, CARL, AND GOPHER SEARCHING AS WELL AS INSTRUCTIONAL PURPOSES.
- NEED FOR USER ED/BIB INSTRUCTION LIBRARIAN.
- DOCUMENT DELIVERY SERVICE FOR OFF-CAMPUS AND DISABLED USERS.
- FREE-WORD SEARCH CAPABILITY ON OPAC.
- REFERENCE vs INFORMATION.
- COMPUTERIZED LIBRARY INSTRUCTION.

RESULTS:

★ CURRENT PERIODICALS ROOM.
★ DOCUMENT DELIVERY SERVICE.
★ ELECTRONIC INFORMATION LAB.
★ RETHINKING REFERENCE TASK FORCE.
★ LIBRARY INSTRUCTION VIA INTERACTIVE COMPUTER PROGRAM.
★ BUILDING RENOVATION/ADDITION.

1980

LIBRARY FACILITIES + SERVICES

PROBLEM: **How satisfied are users with the library building and the services?**

OBJECTIVES:

- **Determine if seating is adequate.**
- **Study environmental factors in building.**
- **Assess collection/service arrangement.**

METHODOLOGY:

1) **Library and Faculty Library Expansion Task Force join to write survey to analyze present library space and determine need for additional space.**
2) **Questionnaires were distributed to all users of the main library building.**
3) **Results were tabulated and studied by the task force.**

FINDINGS:

- **66% of the respondents state that more study space is needed.**
- **44% are bothered by the building temperature and 67% by the lighting.**
- **42% said they prefer books and periodicals separated.**
- **68% stated that they would be barely affected or not at affected by having lesser used items stored off-site with immediate retrieval on demand.**

1988-1989

PEAT-MARWICK COST ANALYSIS

PROBLEM: What is the general user satisfaction of the library building and its services?

OBJECTIVES:

- Determine why people come to the library.
- How satisfied are the library patrons with the collection and the services?
- How available is the collection?

METHODOLOGY:

1) Twelve month survey.
2) Survey forms were distributed to all users of the libraries at the front door as they entered. Branch libraries included.
3) Completed forms were deposited in various locations in the building.
4) Peat-Marwick provided analysis.

FINDINGS:

- 19% of users were unable to locate the materials sought.
- 15% of all reference users were categorized as ILL transactions.
- 35% of all reference questions concerned the use of OPAC.
- 50% of respondents use the library for either research or class instruction and 50% use the library to study.

1989

WISCONSIN-OHIO REFERENCE SURVEY

PROBLEM: What is the level of service provided at the reference areas?

OBJECTIVES:

- Measure effectiveness of reference staff in meeting users' stated needs.

METHODOLOGY:

1) Make Wisconsin-Ohio Reference Survey form available at all reference desks.
2) Distribute a form to each patron asking for assistance from reference staff. Completed forms were returned to collection boxes near each reference area and at the building exit.
3) Reference staff completed a form upon assisting a patron.

FINDINGS:

- 55.91% of the users found exactly what they wanted.
- 69.35% of the remaning users found approximately what they wanted.

Wisconsin-Ohio State Reference Survey

A Report of the Results from CSU Libraries

December, 1990

Summary: A joint librarian/library user survey of reference services in Morgan Library indicates that our users receive exactly the information they want about 56% of the time. Library users encountered notably greater success when librarians searched with them instead of only directing. Library staff described the typical reference question as easy, generally used 1 reference source to answer it, and finished the encounter within 2 minutes. Library staff show a potential in the upper excellent range but a success rate only in the upper average range. Strong points turned up in the study were a knowledgeable staff, a reasonably strong and available reference collection, and the ability to respond effectively to requests for very recent information.

Reference work in academic libraries has been until recently a shadowy area when evaluating the effectiveness of help rendered. Librarians and Library Technicians frequently have a "feel" for the relative success of an encounter, but rarely will library users return to thank them and report that they found exactly what they needed, or express discouragement with the results. Since the 3 reference desks in Morgan Library answer between 400 and 500 reference questions per day when classes are in session, it becomes that much more important to somehow quantify our work and our users' satisfaction with it.

In the Spring and Fall of 1989 the reference staffs in Morgan Library participated in distributing and filling out questionnaires relating to reference service. The instrument was designed by Charles Bunge, formerly of the University of Wisconsin, and Marjorie Murfin of Ohio State. The survey results indicate demographic information, subject domain, the level of difficulty of the question, and the patron's level of satisfaction with the outcome. These factors are compared with mean scores from other libraries and with academic libraries similar in size to CSUL.

There are 2 parts to the reference questionnaire, one filled out by the librarian and the other by the user. Each form was numbered to match, then machine-scored to show any disparity between the responses of librarian and library user. A much shorter form recorded information from directional questions. Participating in the survey were all reference personnel from Science and Technology, Social Sciences and Humanities, and Government Documents. Altogether 224 matched and valid reference questionnaires were turned in. Patrons who asked directional questions or asked for something other than reference service filled out a separate form. Bunge tallied 258 of these patron forms and 276 of the corresponding librarian's forms.

Charles Bunge supplied us with 2 printouts of the results. One was a statistical profile relating to each question and combining certain types of questions, such as the categories "less than successful questions" and "librarian reports patron in hurry." The second printout is the Guided Interpretation of Major Results." In this report Marjorie Murfin related certain statistical categories to organizational features such as adequate staffing or sufficient time and assistance given.

The statistical profile and the guided interpretation allowed us to examine several significant reference areas: 1) what are our demographics? 2) how do the CSUL results differ from those institutions of comparable size? 3) where do librarian and patron responses differ most? 4) what anomalies exist? 5) what should be addressed and how can improvement come about?

In this report I will use "librarian" to refer to anyone serving on one of the reference desks and filling out a response form. This includes 4 library technicians (paraprofessionals) as well as the professional staff. Each staff member received an identical number of forms to hand out and complete. Library "patron" and "library user" are synonymous.

1. Demographics.

Graduate students appear to be our largest user group, making up 25.68% of the respondents. They were followed, in order, by Seniors (23.87%), Juniors (17.57%), Sophomores (15.32%), and Freshmen (6.76%). Faculty accounted for 3.15% of the responses while people with no affiliation with the University represented 4.05%. Continuing Education students and Alumni accounted for < 1.5% each.

A seperate tally of directional questions showed Freshmen as the highest group (23%) followed in close order by Juniors, Seniors, Sophomores, and Graduate Students. These questions were generally requests for location information or how to determine our periodical holdings.

There was a good span of disciplines represented, reflecting the fact that the forms were distributed to three different departments. Falling between 12% and 16.5% of all respondents were Arts & Humanities, Social Sciences, Business, Medical/Health and Biology/Agriculture. Technology / Engineering and Math / Physical Sciences accounted for 8.2% and 4.1% respectively.

2. Responses from Library Users.

The single most interesting observation in this study is the percentage of users who found exactly what was wanted and were satisfied: 55.91%. While this number is lower than most reference librarians are likely to feel comfortable with, it is nearly identical to the percentage from other libraries our size (56.27%) and compares with the results of Hernon and McClure's nation-wide unobtrusive reference study (55%). The CSUL figure climbs to 69.35% for users reporting they found approximately what was wanted and felt satisfied. This figure, too, is in line with the experience of other libraries.

Significant differences in the level of satisfaction occurred when factored in with the degree of personal involvement by the librarian. 69.33% of library patrons reported finding exactly what they wanted when the librarian was not busy and searched with them. On the opposite end of the spectrum, only 40.82% of library patrons said they found exactly what they wanted when the librarian was not busy and merely directed. This "success gap" of 28.5% appears to indicate that the element of librarian-searching as opposed to librarian-directing is the largest single factor in users finding exactly what they want. Even when librarians were busy, the success rate was 20% greater if they searched than if they only directed the patron.

Professional librarians and non-professionals had virtually identical success rates in the eyes of our users, validating earlier studies by Bunge. Surprisingly, it mattered little whether the reference staff was busy. The combination of circumstances likely to bring optimum success was a professional librarian who was not busy and searched for the answer. Under these conditions 76.27% of the users found approximately what they wanted.

Problems reported by users varied, but overall were infrequent. Fewer than 9% (17 responses) had difficulties with any one of the following areas: librarian did not spend enough time (5.3%), did not provide enough help and explanation (7%), was unclear (8.6%), did not understand what was wanted (8.6%), or appeared only partly or not knowledgeable (8.6%). One instance (0.54%) of a lack of courtesy was noted. A possible semantic problem may exist with these responses since several of the categories are at least linked, if not interchangeable.

When patrons evaluated the source(s) referred to, 11.29% reported not finding enough; 9.14% needed more in-depth material; and 8.6% responded with a need for simpler material. All other material questions elicited <7% (13 or fewer, total) responses.

Our patrons reported that overall they learned something new about reference sources as a result of the exchange and that they learned something about the library as well. In the latter case 92% of the patrons surveyed responded "yes" or "partly." Evidently there is some education that goes on beyond the limits of the question put forward.

CSUL figures are comparable to the experience of other libraries in the areas of patron problems with librarians or difficulties with the material.

3. Responses from Librarians.

The form which librarians filled out recorded information about the complexity of the question, subject domain, special aspects of the subject, sources used, working conditions, and impressions of the patron.

The librarians reported a short duration for many reference transactions: 46.8% were completed in 2 minutes or less. Similar libraries reported 34.21%. Reference librarians took 3 to 5 minutes to answer 37.14% of the questions, and 14.29% of the questions required 5 to 15 minutes. In this category comparable libraries reported a 22.24% incidence of 5 to 15 minute transactions. At CSUL only 3 questions - 1.71% required more than 15 minutes.

In an earlier response to these figures, Joan Beam reported her impression that the relatively short duration was due to the fact that many questions concerned periodicals and the use of the SBC. For many patrons, the holdings and location were not self-evident, but a little explanation was all that most students needed.

Librarians reported as "easy" 58.65% of the reference questions. 36.31% were described as "medium" in difficulty and 5.59% (3 questions) as "hard." This shows a close correlation between the duration of the question and the degree of difficulty registered.

What is puzzling, however, is the rather weak correlation between easy-medium-hard questions on the one hand, and the patrons who found exactly what they wanted. Only 58.65% of the patrons who asked "easy" questions got what they were looking for 52.31% of those asking "medium" questions were completely satisfied, and 30% of those asking "hard" questions. CSUL performed better than similar libraries in the success rate with hard and medium questions, but slightly worse than the mean when dealing with easy questions.

Numerous interpretations could be read into this. If the librarian judged a question "easy" it might be that he or she would be inclined to simply direct the patron and be less likely to follow up. Users reported more communication difficulties in reference transactions than did librarians (12.37% compared to 2.69%). Could this be an instance of misinterpretation of the user need? It could also be due to a student's lack of preparation to interpret fundamental sources, or an inability to cope with the complicated arrangement of the collections then prevailing. Any of these scenarios could be compounded by embarrassment preventing the student from returning to ask the same question.

We appear to use slightly fewer sources to answer reference questions than comparable libraries. CSUL librarians reported that they utilized only 1 source 43.71% of the time (compared to 40.11% elsewhere), 2 sources 24.55% of the time (comparable libraries, 41.18%), and 3 sources were consulted for 22.16% of the reference questions (comparable libraries, 18.37%). About 9.5% of our reference questions required 4 or 5 sources.

The most popular sources turned to were reference books (46.59%), periodical indexes (34.09%), and the catalog (28.41%). This 1-2-3 finish mirrors the experience of other libraries. Computer technology in the form of RLIN/OCLC or database searches filled in the gap for about 25% of the reference questions. This breaks out to 6.82% for RLIN and 18.75% for "computerized database searches." The latter would refer to either CD ROM products or a dial-up search. While the numbers for RLIN uses seems low, it is higher than the experience elsewhere. The use of database searches is significantly higher. Our librarians tended to consult less, refer less, and use their own knowledge less often to answer reference questions than did comparable libraries.

4. Corresponding Answers and Anomalies.

The single correlation which stands out most significantly involves the perception of success by librarian and by user. Librarians reported "found" 74.17% of the time. The users reported "found exactly" 55.91% of the time. Our librarians' figure is slightly greater than what is reported at comparable libraries.

Overall there was agreement between librarian and user only 63.5% of the time whether the search concluded with "found," "partly found," or "not found." Among librarians 13.98% reported they did not know if the patron found the answer. All of these percentages reflect similar experiences at other comparable libraries.

Both parties were asked about communication difficulties and/or the clarity of the question or answer. Patrons reported communication difficulties on 23 occasions (12.37%) while librarians responded on 5 occasions (2.69%). The survey measured the difference as sensitivity to or detection of patron communication difficulty - 17.86% (5 of 28). While this is not an extraordinarily high raw number, the percentage is considerably lower than the sensitivity measured at comparable institutions.

The survey also studied instances where the librarian reported any of a variety of problems but the patron found exactly what was wanted. Our patrons encountered a very high level of success, 80.95%, when the librarian reported that very recent information was wanted. CSUL topped the highest scoring library in this category. Other successful encounters occurred when librarians reported government documents were needed or the source was difficult to consult (66.67% for each). Better than average success-60%- occurred when the librarian reported the patron needed extra help, the question was complex or highly specific, or when a communication difficulty was perceived.

While our sucess fielding requests for current information reflects the strength of our collection and available indexing, most of the other factors suggest the librarian was more directly involved in the encounter because there was evidence of a problem. This would buttress the earlier result showing a higher level of patron satisfaction if the librarian searched rather than directed.

Another factor which may enter in here is the idea that our reference librarians enjoy a good research-level reference encounter. This seems to be indicated in the report on questions of complexity or questions of a highly specific nature. I have mentioned above that there was not appreciably greater success with questions that librarians described as "easy." It is possible these "easy" questions seemed to pose less of a challenge and therefore were not as engaging.

Our users had below average success (less than 50%) when librarians reported that the patron was in a hurry or that they themselves were busy. Other problem areas included: misinformation or a lack of information in the question itself, difficult citations, a foreign language or country, or the collection is weak or out-of-date. Not surprisingly, if the librarian reported difficulty in thinking of a source or the correct subject heading, the level of success was below average. Of these problem areas the raw numbers were generally quite low, making it difficult to draw broad conclusions. The exception was "librarian reports busy" (48 instances, 47.9% success rate).

The survey determined the degree of extra effort provided to users by pulling out factors such as consultation, referrals, use or recommendation of 4 and 5 sources, searching when busy, and the number of reference negotiations requiring more than 5 minutes. These elements always constitute a minority, but do provide evidence for how often the extra effort is made. CSUL finished lower than comparable libraries with a 14.23% incidence of extra effort vs. 20.42% for similar institutions.

The survey also correlated the number of times a patron reported finding exactly what was wanted and the broad subject area of the question. Patron satisfaction was recorded 45% of the time (9 of 20) for questions in the Arts and Humanities. This was 5.95% below comparable institutions. On the other hand 63.75% of Social Sciences queries (51 of 80) turned up exactly what the patron wanted. This was significantly greater than the 45.95% success rate of similar libraries and, in fact, topped the previous high for this survey. In the area of Science and Technology 55.56% of patron questions met with complete satisfaction (35 of 63), about 2% better than the record of similar libraries (53.7%).

A breakdown of less than successful reference transactions by specific subject domain, e.g., history, zoology, etc. yielded raw numbers too small to be a meaningful sample.

5. Guided Interpretation and Conclusions.

The statistical profile provided data which Bunge and Murfin used to draw up a "Guided Interpretation of Major Results for Library 145" (CSUL). This is an effort to get beyond the numbers and draw conclusions about the quality of the reference environment, library users, and reference librarians.

The Guided Interpretation arrives at 9 conclusions about reference services in Morgan Library:

A) The reference questions appear to be somewhat less complex than the norm.

B) It is likely that the reference environment as a whole is not a major problem. (This addresses the strength of the collection and the availability of the materials.)

C) It is likely that the amount of staffing was not a factor in lowering your overall success score. (This reflects reports of librarian being busy.)

D) Reference philosophy/policy/procedures may be a factor in lowering the overall success score. Recommendation: consider whether reference policy is sufficiently service-oriented.

E) According to these results, a morale problem may or may not be indicated. (This reflects the degree of extra effort provided by the librarian.)

F) It is likely that skill and knowledge do not represent a problem in your library.

G) Potential is in the upper excellent range, according to these results. However, success is in the upper average range. According to these results success is considerably below potential.

H) Amount of time and assistance given may be adequate in some cases, but is not in others. (The score in this area is borderline between "may be a problem" and "probably is a problem." It reflects the duration of reference transactions, directing rather than helping with the search, and patrons not finding an adequate answer.)

I) A primary area to target for self-improvement is too little time and help given.

6. Recommendations.

It appears that the reference staffs are capable professionals and paraprofessionals who are at least a match for the pace and level of difficulty of the reference questions. Consequently we might see improvement by concentrating more on some of the basic elements in the reference process itself. This could include some of the following:

- providing more direct assistance by searching with the users;
- taking a moment to determine whether users understand the source provided to them;
- recommending more than one reference tool as the situation may dictate;
- asking whether the user needs information to support a particular aspect of a topic;
- encouraging users to return to the reference desk if they need additional assistance;
- feeling free both to refer questions to individuals more practiced in the subject area and to consult with other staff on problematic questions;
- examine the reference services policy to ensure that it is properly oriented toward the outcome of the reference transaction;
- consider whether recent shifts and technological changes in CSUL may have addressed some of the problems outlined.

The department heads should initiate discussion among their reference staffs to sift through these findings with the objective of arriving at an appropriate local solution. This may vary from one area to another. The discussions should also indicate any recen changes which may obviate some of the potential difficulties. They should also indicate areas where no solution is practical short of action on an administrative level. An appropriate time frame for such discussions and recommendations would be Spring Break in the current semester.

1990

OPAC USE STUDY

PROBLEM: What is the success rate using the new OPAC?

OBJECTIVES:

- Determine problems users encounter when using OPAC.
- Determine best way to address user concerns.
  - rely on reference staff
  - rely on on-screen assistance
  - staff computer room

METHODOLOGY:

1) Use library staff to serve as "rovers" in new OPAC room.
2) Roving staff assist patrons with OPAC. After providing assistance, the rover completes an "OPAC Use Survey" describing the problem.

FINDINGS:

- 41% of users encountered problems with subject search methodology.
- Users do not read initial "HELP" screens.
- 20% of users were using OPAC rather than the periodical indexes or INFOTRAC.

1992-1993

USER EDUCATION SURVEY

PROBLEM: How effective is the present library instruction model? What are the needs?

OBJECTIVES:

- Determine library user instruction needs.
- Determine our strengths and weaknesses.
- Recommend a course of action.

METHODOLOGY:

1) Collect names of faculty and select student groups to query.
2) Schedule one hour small group interviews.
3) Use a checklist of questions for the interviews.

FINDINGS:

- The library is intimidating to some users.
- Computerization is not a hindrance.
- Set up a triage-type reference desk.
- Need location assistance kiosk.
- Faculty expect students to have basic research skills.
- Technology can substitute for personal instruction.
- Students want BI when specifically relevant to their courses.

USER EDUCATION SURVEY

The User Education Task Force was convened in August 1992 to examine the Libraries' user instruction needs and capabilities and recommend a course of action. All programs and publications aimed at teaching users how to find the information they need, from orientation tours to point-of-use instruction to formal instructional programs were studied. The emphasis was to be on coordinating all of the Libraries' efforts in user education.

During a two month period a series of meetings with a random selection of faculty and student users were held. These meetings took the format of group interviews. The task force also met with the University's Office of Instructional Services. In addition, the task force presented a program at the University's *Let's Talk Teaching* series entitled "Teaching in, with and through the library".

PROCEDURES:

1) Survey and evaluate current programs in instruction and related areas.
2) Conduct a needs assessment by reviewing existing data from previous surveys and by talking to teaching faculty, students and library personnel.
3) Review pertinent literature and look for innovative and applicable models and challenges to conventional thinking.
4) Analyze the Libraries' strengths and weaknesses. What are the constraints? What are the opportunities?
5) Present resultant "vision" to the library community.
6) Develop a set of recommendations forming a cohesive plan for a dynamic, responsive program of user education.

METHODOLOGY:

FACULTY -

1) Collect names of faculty with moderate to strong library ties.
2) Schedule one-hour small group interviews in the main library.
3) Send each faculty member a general checklist of questions to use as a framework for the interviews.

STUDENTS -

1) Students are selected on a volunteer basis by attending a meeting the ASCSU (campus student leader association), explaining the project and asking for volunteers. Student staff can also be interviewed.
2) Schedule one-hour small group interviews consisting of student groups representing all classes (freshman to graduate students).
3) Use a checklist of questions similar to those used in the faculty interviews.

USER EDUCATION VISION STATEMENT

The user education program is critical to the mission of the Colorado State University Libraries. It is a means by which our students, faculty, staff and community become empowered information users. They should have both knowledge and motivation to find, evaluate and use resources both print and electronic, to achieve success int heir academic pursuits and throughout their careers.

The empowered user

- **knows that access to information brings results in coursework, research and decision-making**
- **uses locally available tools and technologies independently, competently and confidently**
- **understands the principles of information structure and applies them in a variety of contexts**
- **continually evaluates both information content and search method**
- **recognizes when s/he needs expert guidance and seeks it with confidence.**

The empowering library

- **takes account of the great diversity of users' needs, expectations, learning styles and beginning skill levels**
- **recognizes that the same person's needs are different at different times and in different situations**
- **recognizes that users learn technical skills best by doing and that they learn principles and understanding best when motivated to apply them in the context of formal studies**
- **offers a range of programs to meet these needs that attract and maintain users' interest, guide users to successful outcomes and motivate users towards independence**
- **vigorously pursues cooperation with teaching faculty to integrate information use into the curriculum**
- **takes advantage of technology to improve both efficiency of delivery and effectiveness and attractiveness of program content**
- **vigorously promotes throughout the university, in organizational forums and in individual interactions, educational values that encourage and reward independent learning and comprehensive research skills**
- **encourages its staff to maintain and develop their skills in instruction design and delivery, and provides resources to support high-quality education services**
- **provides opportunities and resources for staff to innovate, experiment and take risks in designing and delivering the program.**

Information Services Study

Final Report

MIT Libraries

October, 1992

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Introduction

In 1991-1992, the MIT Libraries conducted an Information Services Study with support from the Office of the Provost. Its purpose was to study how faculty, research staff and students in three disciplines on campus gather information for their work. Members of Brain and Cognitive Sciences, Management Science in the Sloan School of Management, and Materials Science and Engineering were asked about the information sources they use and their methods of discovering these. The staff assigned to the Study were then expected to formulate preliminary recommendations for library and information services based on the Study's findings.

The Study was undertaken as academic libraries face several issues. The increasing variety of electronic resources, growing use of personal computers, the continued reliance on libraries to provide relevant collections locally and rapid access to and delivery of remote information, the burgeoning literature, its cost, the difficulties of keeping informed of new work, and the expanding role of librarians as guides through the information maze are all topics of concern in the field, and this report addresses them as well. And in light of these issues, several libraries have renewed efforts to consult their communities directly in their planning process.

The Final Report presented here describes the MIT Libraries' endeavor to do this through the Information Services Study. It presents the results and makes preliminary recommendations for strengthened library services. Librarians should continually improve their understanding of the subjects and research methods of their campus communities through studies like this in order to remain a central source for information and be utilized to their full potential. The findings discussed here provide insight to the MIT community which will assist the Libraries achieve this goal.

Background and Impetus for the Study

Although the call for a formal study of information services appears relatively recently in the Libraries' planning documents,[1] there has been a desire to do such a study for several years. One example is the suggestion made in 1973 to conduct "studies of library users at all levels, their needs, techniques, and success in locating materials."[2] Various projects in the last twenty years have had public services components, but no project focused solely on the information behavior of a group or groups within the MIT community. Studies such as the Technical Information Project, Project INTREX, NASIC and the Aga Khan Optical Disk Project explored advancing technologies in certain subject areas. Other studies, such as The Collection Analysis Project, Vivienne Lee's 1986 bachelor's thesis,[3] and the 1989 Council on Library Resources Grant[4] included surveys which gained some information directly from the community. However, the present study had a consistent focus on students and faculty at MIT in their working environments. Here the attempt was made to directly observe and discuss the methods these individuals use in gathering information for their teaching, research and learning.

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[1] The MIT Libraries at the Beginning of the 21st Century - A strategic Plan. Cambridge: The Libraries, Massachusetts Institute of Technology, 1988.

[2] Joel Orlen, Chairman. Library Without Walls. A Working Paper of the Task Force on the Future of the MIT Library System: 1974-1990. December 1973, p. 50.

The Information Services Study as it was identified in the FY1992 Update to the Strategic Plan, underwent changes from the initial mention of the concept in 1988 to its formal beginnings in August, 1991. The Strategic Plan called for such a study to include topics such as staffing, hours, and organization and levels of service. It suggested the Study identify needs of various user groups by looking at various disciplines, especially those of undergraduates and interdisciplinary researchers. Updates to the Strategic Plan provided further direction, such as the stated intention in 1989 to gather more "face to face data" using interviews and focus groups discussions, and the suggestion to include audiences such as undergraduates, graduate students, faculty, research staff, academic administrators, Information Systems staff and individuals outside the Institute. The FY1992 Update to the Plan also listed several issues which would be studied for a group of disciplines. Some of these were incorporated into the final objectives of the study.

In sum, then, this study was anticipated for some time. Other efforts provided the Libraries with various insights, but this project focused on selected members of the MIT community. The planning documents of the Libraries provided support and some direction, and as the time approached for the study to begin, other events influenced its final structure and funding. From the outset, however, a foundational goal of the Information Services Study was to gain a better understanding of the students, faculty and research staff in three disciplines at MIT, and then to use the knowledge gained to directly improve information services.

Organization and Objectives of the Study

Organization

The formal responsibility for the Information Services Study was assigned to the new Associate Director for Public Services in the FY1991 Update to the Strategic Plan. It was envisioned that a librarian would serve as a leader for the project with the involvement of other professional staff, and that the work of this group would be supported and reviewed by other administrative groups in public services. A chart depicting the structure of the Study and its place in the Libraries' organization appears in Appendix 1.

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[3] Vivienne Lee. Understanding Library Needs and Designing a Computerized Library System on Project Athena. Bachelor of Science Thesis, Department of Electrical Engineering and Computer Science, MIT, 1986.

[4] Candy Schwartz and Richard Hines. Library Services and the Online Campus Gateway, Final Report. Submitted to the Council on Library Resources, November, 1989.

The final arrangement of staff for the Study included a half-time Assistant Librarian assigned as Project Leader who served under the Associate Director for Public Services, the Project Director. Three working groups of four or five librarians each were then formed, each being assigned to one of the three disciplines being studied. The composition of these groups included the subject selector for that discipline, one or two reference librarians from fields related to that discipline, and a librarian from outside public services.[1]

The role, responsibilities and activities envisioned for the working groups was outlined in the "Structure of the Study: Working Groups" information sheet (see Appendix 1). The groups were to assist the Project Leader in the Study's design and conduct, and provide a summary of their findings for the Final Report. The members of these groups performed these tasks without specified release time, in addition to their other responsibilities, over a ten month period.

Objectives

> "Library-related research is intended to improve effectiveness of the library, increase the degree to which the library can resolve the information needs of its clientele, and prepare itself for organizational change and adaptation to the environment."[2]

The purpose and design of the Information Services Study reflect the goals stated above. (see Appendix 1) Various research questions such as, "What methods do students, faculty and research staff use to gather information?"; "What sources are sought and used?"; "Where is information sought and found?" and "How can the Libraries serve these groups and others more effectively?" guided the Study and helped form its specific objectives. These were:

- To examine the information needs of scholars in three disciplines at MIT
- To learn how they seek, obtain, use, and transmit information and data in their instructional and research activities
- To describe changes in these methods, if any, during the past 5-10 years, especially regarding information technology

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[1] Initially, it was hoped that both a faculty member and a member of each department's research staff would serve on these study teams. However, this idea was not endorsed by the departmental representatives with whom the Project Leader and Director spoke. Instead of suggesting one or two individuals who could provide this kind of continual assistance, these administrators provided names of several individuals in their departments whom the teams consulted as the study progressed.

[2] R. Swisher and C.R. McClure. Research for Decision Making: Methods for Librarians. Chicago, IL: American Library Association, 1984, p. 15.

- To describe the Libraries' current role in these activities and make recommendations to strengthen their services

Thomas Pinelli, a librarian at NASA Langley Research Center and researcher of user communities wrote in a recent review article, "... to meet the information needs of the user communities, information professionals must first understand the nature of the user community and become familiar with the information-seeking habits and practices of the user."[3] This was the purpose with which the Information Services Study began.

Literature Review and Related Research

The topics of information seeking, needs and use account for hundreds of studies in the library and information science literature. Although a comprehensive review of these was not a goal for this Study, many articles and reports were nevertheless read and reviewed. (See Appendix 2).

A familiar starting point for the topic of information-seeking behavior is the Annual Review of Information Science and Technology. Chapters often entitled "Information Needs and Uses" summarize and criticize this literature from volume 1 in 1966 through volume 25 in 1990. For convenience, these chapters are listed separately in Appendix 2a.

In addition to consulting these reviews, several literature searches were also done on the topic in databases related to the three disciplines. These included INSPEC, ABI/Inform, Management Contents, Compendex, Psychlit, Medline, Metadex, Biosis and CA Search. The more general databases of SciSearch, Social SciSearch and NTIS were also searched topically as were ERIC, LISA and Dissertation Abstracts.

Citation searching was another approach taken. The works of Diana Crane on invisible colleges,[1] William Garvey, [2] Glass and Norwood,[3] Julie Neway[4] and Chandra Prabha[5] were searched in SciSearch and Social SciSearch for later references to them.

Just as in other reports of user studies, relevant research to this Study was also found by chance or was passed along by colleagues. Four very useful works were a recent issue of *Science and Technology Libraries*,[6] The 1991 Faxon Institute Report,[7] a paper in the 1991 ASIS proceedings,[8] and the series of three booklets produced by The Research Libraries Group on information needs assessments.[9] These all offered useful background reading as well as ideas for data collection.

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[3] Thomas Pinelli. "The Information -Seeking Habits and Practices of Engineers." Science and Technology Libraries 11 (3) : 5, 1991.

[1] Diana Crane. Invisible Colleges: Diffusion of Knowledge in Scientific Communities. Chicago, IL: University of Chicago, 1972.

[2] William Garvey. Communication: The Essence of Science. New York: Pergamon, 1979.

[3] Bentley Glass and Sharon H. Norwood. "How Scientists Actually Learn of Work Important to Them" in Proceedings of the International Conference on Scientific Information. Washington, D.C. National Academy of Sciences, 1959. p. 195-197.

[4] Julie M. Neway. "The Role of the Information Specialist in Academic Research. " Online Review 6 (6): 527-535, 1982.

[5] Chandra Prabha. "Some Aspects of Citation Behavior: a Pilot Study in Business Administration." Journal of the American Society for Information Science 34 (3): 202-206, 1983.

The literature on information gathering is quite large and broad yet not very cumulative. It is not clear that recent studies really build on, replicate or validate some of the early "classical" work done by researchers such as Herbert Menzel, Saul Herner or Thomas Allen. Many studies have been limited to one institution, such as this Study, or to one discipline. However, it is important to bring a sense of the field's past efforts to current endeavors, even if some of the same questions are being asked. The review of the studies listed in the appendices provided the Project Leader and study teams with relevant background and awareness of current research, both of which assisted the Study's formation.

Research Methodology

Although The Information Services Study had been in the Libraries' plans, it did not begin with a preset design or prechosen methods of data collection. The disciplines of Brain and Cognitive Sciences, Management and Materials Science and Engineering had been selected, and plans suggested that data be gathered more directly from these groups. However, the specific staffing arrangement, structure and methodology was formed once the Study began.

An advantage to this approach was its flexibility; a disadvantage was the time consumed in study design. The difficulties the Leader and teams had in forming the study provided some experience, but slowed the Study's progress, especially delaying the involvement of consultants.

Overview of Study Design and Data Collection

The purposes of the Study naturally suggested two major phases to the project. One was the collection of data from and about the groups being studied and the second was the analysis and review of the data in order to make

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[6] Information Seeking and Communicating Behavior of Scientists and Engineers. Issued as Science and Technology Libraries 11 (3), Spring, 1991.

[7] Eric Almquist. An Examination of Work-Related Information Acquisition and Usage among Scientific, Technical and Medical Fields. Presented at the 1991 Faxon Institute Annual Conference, Creating User Pathways to Electronic Information. Reston, VA, April, 1991.

[8] Philip Doty, et al. "Scientific Norms and The Use of Electronic Research Networks." in Proceedings of the American Society for Information Science Annual Conference, Washington, D.C., October 27-31, 1991, Volume 28, p. 24-38.

[9] Constance C. Gould. Information Needs in The Humanities: An Assessment (1988), Information Needs in the Sciences: An Assessment (1990), Information Needs in The Social Sciences: An Assessment (1989). Prepared for the Program for Research Information Management of The Research Libraries Group. Mountain View, CA: Research Libraries Group.

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recommendations. What was unclear, and later proved to be a fairly large issue, was whether to allow each study team to design its own strategies for data collection, or to insist these be uniform in each group across the Study. Furthermore, although it seemed a sound idea to ask the academic department heads which data collection techniques they thought would be successful in their departments, the variety of their answers clouded the issue. After much debate and preliminary conversations with possible outside consultants, the decision was made to employ four basic techniques throughout the three groups. These were:

- Focus group discussions with students in each department
- A written questionnaire to members of all three departments
- Structured personal interviews with approximately ten faculty or research staff in each department
- Review of collected data and study findings by department heads and/or staff in some manner.

Figure 1 represents a plan for the study.

Once these components were planned, the teams and the entire group then created a list entitled "Areas for Question Development." (See Appendix 3). The two consultants were then formally approached and began their involvements. Mr. Walter Harris of Opinion Dynamics, Kendall Square, Cambridge, Massachusetts was engaged to create a Focus Group Discussion Guide, lead one such group, and introduce the method to the Study teams. Other assistance was offered and accepted from Michael A. Rappa, Assistant Professor of Management Sciences, MIT's Sloan School of Management. Professor Rappa advised on the structure of the Study to some extent, but primarily assisted in the design of the questionnaire and analysis of the data. There was one additional instrument in the Study, an interview guide, which was written by the Project Leader and used in the interviews. (See Appendix 4b).

Data Analysis

The table below summarizes the number of participants in the activities completed to date in the Study.

Activity	Number of Participants/Respondents
Focus Group - BCS Graduate Students	7
Focus Group - Materials Group in Aero/Astro Dept.	8
Questionnaire	241
Interviews	27
	283[1]

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[1] There may be some overlap here, since some discussants and/or interviewees may have also completed the questionnaire; however, not all did so.

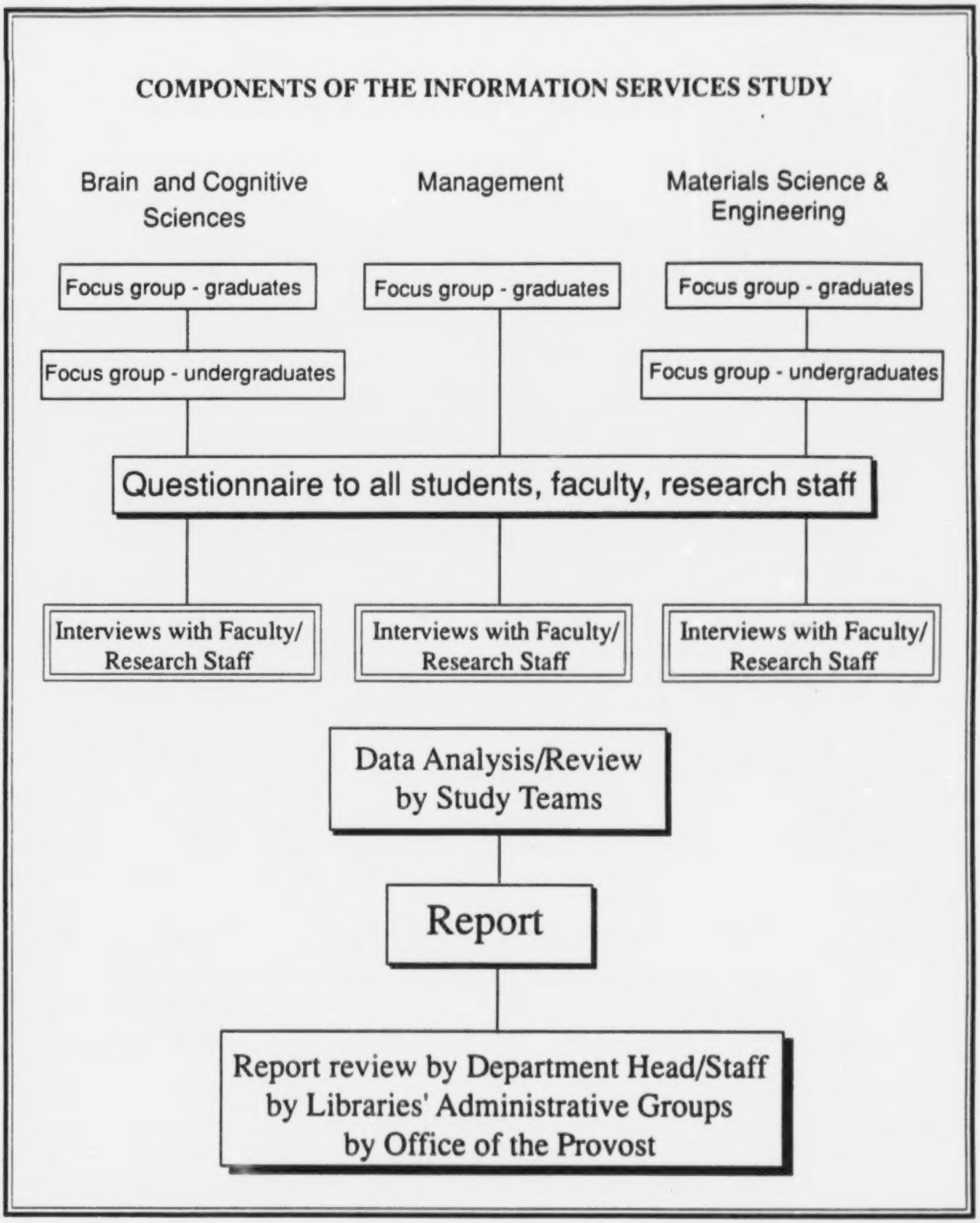
COMPONENTS OF THE INFORMATION SERVICES STUDY
Brain and Cognitive Sciences
Management
Materials Science & Engineering
Focus group - graduates
Focus group - graduates
Focus group - graduates
Focus group - undergraduates
Focus group - undergraduates
Questionnaire to all students, faculty, research staff
Interviews with Faculty/ Research Staff
Interviews with Faculty/ Research Staff
Interviews with Faculty/ Research Staff
Data Analysis/Review by Study Teams
Report
Report review by Department Head/Staff by Libraries' Administrative Groups by Office of the Provost

Figure 1

This data was collected in a variety of forms: videotape, audiotape, written questionnaire responses and summaries of interviews written and reviewed by the two interviewers. To ensure the best possible data, all instruments were pre-tested; focus group discussions were videotaped for review, or audiotaped with comparisons made with notes taken during the discussion; the interview summaries written by the "recorder" were checked for accuracy by the "interviewer." It was also hoped that the information exchanged and the support gained in the initial meetings with the department heads or their designates would encourage thoughtful participation.

The development of the research methodology for the Information Services Study took more time than was originally planned but involved the staff in an exploratory, applied research process.

Findings

Summary of Responses to the Questionnaire

All students, faculty and research staff in the Brain and Cognitive Sciences Department, the Sloan School of Management and the Department of Materials Science and Engineering were asked to complete a questionnaire as part of the Information Services Study. The questionnaire asked these individuals to answer a series of questions about the references they had cited in their most recently completed paper or research proposal. In particular, they were asked about those references which they were citing for the first time in their work. Among the questions asked were the total number of references used, the number of references "new" to the researcher, the types of documents these references represented, how the individual had found the references, and the locations used to obtain the documents. The questionnaire also invited respondents to attach the bibliography of the relevant paper, and a significant number did so.

Two overall observations should be made about the questionnaire before its results are summarized. The first is its overall low response rate (15.6%). This will be discussed in a relevant recommendation later in this Report. The second is that of the 241 respondents, 62% were graduate students, 23% were faculty or research staff, and 14% were undergraduates.[1]

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[1] These represent response rates of 18.7% for graduate students, 15.9% for faculty/research staff and 11.4% for undergraduates.

The questionnaire for this Study was not about the MIT Libraries, but rather the recent research of individuals on campus. It seems that in several cases, assumptions were made about the content of the questionnaire and decisions were made to ignore it. Some, including those on the study teams, have suggested this was due in part to its identification with the Libraries. While this can not be known fully, observations of a lack of information about the Libraries and a low response from the community remain.

Recommendation: The MIT Libraries should continue and strengthen their outreach efforts to inform the community about their roles, plans, and services. Additional means to accomplish this should be sought and tried. A range of publications exist - perhaps distribution of these (such as to new faculty with personal follow-up) should be reviewed. Information also exists on Athena - perhaps this is not widely known or instructions for access can be improved. In sum, the Libraries should review the information they desire the community to know about themselves, and try to improve distribution of this.

Conclusion and Suggestions for Future Research

The Information Services Study accomplished several purposes for both the MIT Libraries' staff and the Institute community. Throughout the process the study teams learned more about how researchers in three disciplines on campus gather information. They were able to reaffirm the importance of scholars' personal collections, collegial contacts, and reliance on journals, preprints or in some cases conference proceedings or abstracts. They found that while books and browsing are important to some, other researchers do not use the Libraries at all. And many individuals emphasized the importance of close, convenient access to information and documents.

The participants in the Study, especially those interviewed, learned about the Libraries' interest in serving them and often more details of current services. From their participation, several themes and recommendations emerged covering issues such as electronic access, provision of current bibliographic information, delivery of documents and greater consultation, instruction, and outreach.

The Study also led librarians through a research process, from the formulation of research questions and methodology to synthesis and proposal of recommendations. This is a useful opportunity which many librarians elsewhere do not take or do not have available.

This Information Services Study has left several topics open for future research. Other disciplines can be studied and contrasted with those done here. Although this Study included faculty, research staff, and students, more can be learned about each of these groups, especially the undergraduates. They should be highly considered for a similar study. In retrospect, the Study's objective of assessing changes in instruction and research seems particularly broad. Some impressions of this were gained, but this topic is really another study itself. Finally, several of the proposed recommendations are exploratory in nature, suggesting future work in these areas as well.

This past May, Doris Schlichter and J. Michael Pemberton suggested that academic libraries have neglected user needs and that many "user studies" are merely 'descriptive snapshots' of the present and do not include a view of their own use in future planning. They identified difficulties in the design of these studies, such as tendencies to be "library oriented" or to meet pre-set agendas. They suggested that surveys often overlook non-users and student opinions.[1]

This Study, however, did attempt to elicit information directly from members of the academic community. It was designed to, and will, play a role in future planning. It was not "library oriented" in its aim, and it tried to solicit participation from as many individuals in the three disciplines as possible. The answers the participants gave and the information staff gained will shape the direction of the Libraries' public services in the next few years to come.

No study such as this is complete without some evaluative comment on the process of conducting it. Those on the three study teams offered the following observations on the Study.

Organization and Structure

- While the size of teams seemed right, some tasks attempted by the large group (13) were made more difficult because of the size. Suggestions to improve this included fewer members overall but with release time; a research assistant for the leader for clerical and administrative support; better use of "conveners" of the three teams; formation of planning and implementation groups.

- While study of three disciplines allowed collection of comparative data, it may be too many to do simultaneously. Although one discipline here was Management, this involved an entire School at MIT.

- Despite best efforts, the Study required more time than was anticipated. More time was needed to interview faculty, conduct discussions with students and write and analyze.

Methodology

- While some staff saw value in the "organic nature" of the process, others felt that a pre-set methodology would have been better than struggling to determine this as the Study progressed. Certainly the time needed to devise the methods was underestimated. Greater focus on this earlier, perhaps with more direct assistance from consultants, could have moved the Study ahead earlier.

---

[1] Doris J. Schlichter and J. Michael Pemberton. "The Emperor's New Clothes? Problems of the User Survey as a Planning Tool in Academic Libraries," College and Research Libraries 53(3) : 257-265, 1992.

- It was unclear for some time how the data would be collected in the groups and across them to ensure coherence. Some felt that choosing three techniques across all groups produced a "watered down" product.

- Some felt the hours spent on the "Areas for Question Development" were not justified, and had others developed the survey and interview guide, more or better questions may have been posed.

Data Gathering and Results

- Focus groups are useful, but recruitment is expensive and time consuming. It might be more cost effective to contract this entire process out. While there is mixed opinion on the advantages of using a librarian as a focus group leader, most appreciated "an outsider" doing this.

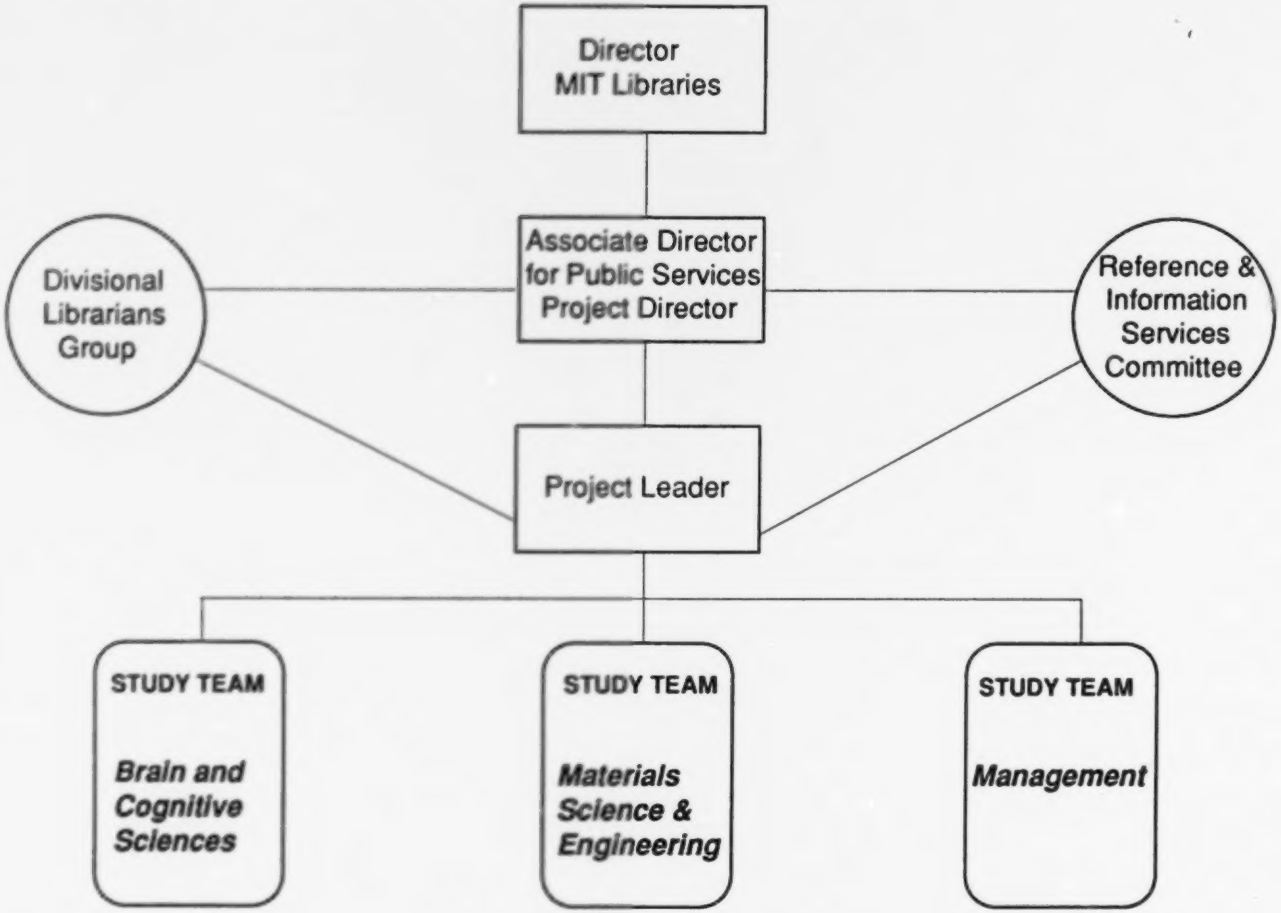
- Interviews were enjoyable, increased the Libraries' visibility and yielded valuable information. More should have been held, perhaps prior to distribution of the questionnaire.

- Opinion was mixed on the effectiveness of the questionnaire. Its response rate was disappointingly low. Some felt its approach was too demanding, others felt it was too narrow. All agreed that its identification with MIT Libraries on the cover decreased response rate.

- Although efforts were made to reach students, the undergraduate population was not adequately addressed.

Appendix 1a

ORGANIZATION CHART
FOR THE INFORMATION SERVICES STUDY



Director
MIT Libraries

Associate Director
for Public Services
Project Director

Divisional
Librarians
Group

Reference &
Information
Services
Committee

Project Leader

STUDY TEAM

Brain and Cognitive Sciences

STUDY TEAM

Materials Science & Engineering

STUDY TEAM

Management

Appendix 1b

Timeline for Information Services Study

Phase I Introduction, plannning and preparation/ October-November 1991

Complete Study document
Update environmental analysis
Conduct literature search
Form and charge Working Groups
PSL meeting
Presentation to Academic council
Articles in Tech, Tech Talk, MIT Report, Library Notes, etc.
Inventory/description of public services and initiatives underway
Prepare informational packet on libraries
Visits/confirmations with depts.
Begin gathering background on depts.

Phase II Information Gathering 15 Nov. 1991-28 Feb. 1992

Working groups review study documents
Review results of literature review
Gather background info on depts.
WGs choose methodologies
Assist in survey design
Attend relevant IAP activities
Consider final report formats
Conduct survey(s)

Phase III Analysis 15 February-31 March 1992

Digest, analyze, finish gathering info
WG interim reports
Interim report to Faculty Library Comm.

Phase IV Writing April-June 1992

Working Groups final reports
Information Services Study Final Report

Post Study
Presentations, publications

Appendix 1c

Structure of the Study-Working Groups

The Information Services Study proposes to look at three disciplines at MIT. In order to carry out the study, it will be necessary to form working groups to assist the Project Leader and the Project Director on a day-to-day basis. A description of these groups is provided below.

Role

The role of the working groups is to assist the Project Leader in conducting the Study by working directly with members of one of the academic departments being studied, i.e. the faculty, research staff, and students in that department.

Responsibilities

- To conduct a study of the information gathering patterns and the uses made of information in one of the disciplines.
- To write an interim and final report summarizing its findings
- To describe the present role of the library in serving these scientists, and to suggest preliminary recommendations for improved library services to them.

Activities

The activities of the working groups will include:

- Review the documentation for the Study, including the literature search to be conducted, the issues to be addressed, etc.
- Gather relevant background on the department, becoming familiar with its members, organization, research units and interests, curriculum, demographics
- Consult appropriate members of the department during the Study
- Design a methodology with the Leader and Director for gathering data
- Assist in survey design
- Write preliminary and final reports summarizing findings

Composition of the working groups

The following positions are suggested for inclusion in each group:

1. Subject Selector
2. Reference Librarian from relevant Divisional Library
3. Faculty member from department
4. Research staff member from department
5. Librarian from outside public services

Appendix 3

Areas for Question Development

A. Personal Background

- educational level/background/highest degree attained; discipline ("profession" or major); position/title; stage (rank) in academic career
- how would you describe your work style? Do you delegate often? Has work style changed in the last 5 years? (if so, how, why)
- experience outside academia (e.g. management or board experience)
- from list to be created, identify primary and secondary work activities and percent of time spent on each
- from list to be created, select primary professional affiliation/allegiance
- what or who has influenced you in developing your research style
- with what organizations/associations (editorial boards, consulting, etc.) are you involved
- how would you describe your role on your research team, lab or other work group?

Other possibilities:
- computer experience/use
- articles published in the last x years
- number of professional meetings attended last year
- research specialties

B. The Discipline

- how do you think the field has changed in the last 5 years? current trends?
- what is the nature and amount of collaboration in this field
- how fast is this field changing? what, if any, are some other disciplines with which someone in the field could become involved
- differences between discipline here and at other schools
- what is the importance of: seminars; preprints; reprints; personal contacts in this discipline
- what are the rules about scientific discovery in your discipline?

what/when do you publish? with whom do you share your work and at what point(s) in the research cycle?

- who are the leaders in the field?
- what expectations are placed on graduate students/post docs in your field? what is the expectation for the rate/timing of publication?
- what is your perspective of the discipline - its structure, subfields?
- describe computing activities in this field, how have they changed in the last 5 years?

C. Professional Development and Keeping Current

- how do you go about learning a new area in your field? a branch of the field? another field?
- how do you keep current (in the field? with the literature)? how much time do you spend doing this?
- how do you update your information? do you do this differently now than in the past?
- how often do you find yourself needing to come up to speed in a new area?
- how does the interdisciplinary nature of the field and your research affect how you find information and/or come up to speed in a new area?

D. Information Sources

- what types of published and unpublished materials do you use most often (provide list)
- is there a "hierarchy" of sources you consult? what is it?
- do you use computerized databases? what kind? how?
- do you use networks for gathering information? do you save e-mail? hard or soft format?
- rank sources in order of importance (break out; journal article, given by colleague; journal article, library; journal article, personal subscription)
- where do you get these sources? does the library have any role in providing them?
- have there been changes in the sources you use in the past 5 years? or in the ranking of their importance?

E. Timing

- at what points in your research do you need what types of information?
- how much time do you spend on gathering or seeking information?
- what are the predictable steps in your research?
- what is the research cycle over an academic year? does this vary year to year?

F. Methods of Acquiring Information

- what methods do you use to acquire information for your research and teaching?
- have any of your methods changed from what they were in the past?
- how often do you delegate information gathering? for what types of information? to whom?
- do methods of gathering information differ when teaching is the primary purpose rather than research?
- how do you verify information received?
- browsing - what do you browse? where? regularly?

- what use do you make of graduate students or other intermediaries?

G. Storing Information for Personal Use

- what types of information do you store? how much? how do you store and organize it?
- how do you make use of what you keep?

H. Scenario Building

- what are your problems with information now?
- how do you think they could be remedied?
- describe your "ideal world" as regards information
- how do you think the MIT Libraries could meet any of these needs?

I. Evaluating/Transmitting

- do you play a role as an advisor or mentor?
- how do you transmit information to your colleagues and to the field?

MIT COMMUNITY SURVEY OF INFORMATION ACQUISITION AND USAGE

MIT Libraries

April 1992

MASSACHUSETTS INSTITUTE OF TECHNOLOGY
CAMBRIDGE, MASSACHUSETTS
02139

© Massachusetts Institute of Technology

SECTION ONE

Instructions: The purpose of this survey is to understand better the process by which MIT researchers such as yourself (*both faculty and students*) seek-out and acquire new information in the course of their work. Your participation in the survey is voluntary and anonymous. Your responses will be kept confidential and will be aggregated with the responses of other participants. Do not answer any question you consider inappropriate. The survey will take about thirty minutes to complete.

In order to gain an understanding of your information usage, we would appreciate your answering the following questions as they pertain to your *most recently* completed research paper or proposal wherein you are a principal author or investigator.

☞ ***Before you begin, please select from your files a copy of one such paper. If you do not have a paper or research proposal, please check here and skip to Section 5.*** ☐

1. When did you complete the paper? MONTH ________________ YEAR 19 ______

☞ ***If your paper was not completed within the past 12 months, please check here and skip to Section 5.*** ☐

2. Are you the sole author? ☐ YES ☐ NO IF NO, what is the number of co-authors including yourself? ____

3. Has the paper been submitted for publication or presentation? ☐ YES ☐ NO

IF YES, please indicate where: ____

IF ACCEPTED, check here and indicate publication date ☐ MONTH ________________ YEAR 19 ______

4. Please indicate which of the following *most closely* describes the nature and content of your paper:

☐ THEORETICAL RESEARCH
☐ EXPERIMENTAL RESEARCH
☐ APPLIED RESEARCH
☐ EMPIRICAL RESEARCH
☐ TECHNICAL DEVELOPMENT
☐ RESEARCH PROPOSAL
☐ LITERATURE REVIEW
☐ COMMENTARY
☐ OTHER ______________________
☐ DISSERTATION
☐ TERM PAPER

5. Relative to other papers you have written, please rate this paper's merits in terms of the:

	NONE AT ALL			MODERATE			VERY MUCH
GAIN IN YOUR OWN UNDERSTANDING OF THE SUBJECT	1	2	3	4	5	6	7
INTEGRATION OF PREVIOUS LITERATURE ON THE SUBJECT	1	2	3	4	5	6	7
POTENTIAL VALUE TO OTHERS STUDYING THE SUBJECT	1	2	3	4	5	6	7
NOVELTY OF YOUR CONTRIBUTION	1	2	3	4	5	6	7
OVERALL QUALITY OF THE PAPER	1	2	3	4	5	6	7

6. Please locate the reference section of your paper. What is the total number of references? _____

☞ ***Carefully examine each reference in your paper and check only those which, to the best of your recollection, you became aware of for the first time in the course of the research described in your paper—that is, those references which you had not previously read or been aware of prior to undertaking your research.***

7. How many "first-time" references are there in total? _____

☞ ***If you have one or more "first-time" references, please proceed to answer the questions in the following sections. If you do not have any "first-time" references, please check here and skip to Section 5.*** ☐

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SECTION TWO

We are interested in knowing more about the "first-time" references you just checked in your bibliography. Please select the first one of these references. The following series of questions will pertain to this reference, in particular.

Begin by citing the referenced work in full as it appears in your bibliography. Be sure to include the author name(s), title, source (*e.g., journal name*), and year of publication.

AUTHOR(S) ____________________

TITLE ____________________

SOURCE ____________________ PUBLICATION DATE 19 ____

1. What kind of document is the referenced work? [*please check one*]

☐ PAPER IN ACADEMIC JOURNAL
☐ CONFERENCE PRESENTATION
☐ DISSERTATION
☐ PATENT DISCLOSURE
☐ BOOK OR MONOGRAPH
☐ CHAPTER IN EDITED BOOK
☐ TECHNICAL REPORT
☐ WORKING OR DISCUSSION PAPER
☐ TRADE JOURNAL OR MAGAZINE
☐ GOVERNMENT REPORT
☐ AUDIO-VISUAL MEDIA
☐ UNPUBLISHED MANUSCRIPT
☐ OTHER ____________________

2. We would like to know how you initially became aware of the existence of the referenced work and, in particular, whether: (1) you learned of its existence by chance, in the normal course of your reading literature in the field; or (2) while you were specifically searching for literature on the subject; or (3) someone else brought it to your attention. [*please read carefully through the entire list and then check the most appropriate*]

☐ YOU BECAME AWARE OF THE REFERENCED WORK BY CHANCE, IN THE NORMAL COURSE OF READING
  ☐ MATERIALS YOU (OR YOUR DEPARTMENT) SUBSCRIBE TO
  ☐ MATERIALS IN THE LIBRARY
  ☐ OTHER ____________________

☐ YOU BECAME AWARE OF THE REFERENCED WORK WHILE SEARCHING SPECIFICALLY FOR LITERATURE ON THE SUBJECT . . .
  ☐ USING PRINTED INDEX OR ABSTRACT . . . ☐ YOURSELF, OR ☐ WITH LIBRARIAN ASSISTANCE
  ☐ USING ON-LINE BIBLIOGRAPHIC DATABASES . . . ☐ YOURSELF, OR ☐ WITH LIBRARIAN ASSISTANCE
  ☐ USING CD-ROM BIBLIOGRAPHIC DATABASES . . . ☐ YOURSELF, OR ☐ WITH LIBRARIAN ASSISTANCE
  ☐ USING CURRENT CONTENTS OR SIMILAR SERVICE . . . ☐ YOURSELF, OR ☐ WITH LIBRARIAN ASSISTANCE
  ☐ OTHER ____________________

☐ THE REFERENCED WORK WAS BROUGHT TO YOUR ATTENTION BY . . .
  ☐ YOUR CO-AUTHOR(S)
  ☐ THE AUTHOR(S) OF THE REFERENCED WORK
  ☐ A COLLEAGUE (OR FELLOW STUDENT)
  ☐ YOUR RESEARCH ASSISTANT
  ☐ YOUR SUPERVISOR
  ☐ YOUR INSTRUCTOR
  ☐ A PEER REVIEWER
  ☐ OTHER ____________________

☐ YOU BECAME AWARE OF THE REFERENCED WORK WHILE ATTENDING A CONFERENCE, WORKSHOP, OR SEMINAR

☐ YOU BECAME AWARE OF THE REFERENCED WORK BECAUSE IT WAS CITED IN SOMEONE ELSE'S WORK YOU WERE READING

☐ YOU'RE NOT SURE HOW YOU FIRST BECAME AWARE OF THE REFERENCED WORK

☐ OTHER ____________________

3. Were you able to obtain the referenced work? ☐ YES ☐ NO ☐ DIDN'T TRY TO OBTAIN IT

IF YES, how did you obtain the referenced work? [*please check*]

- ☐ FROM PERSONAL (OR DEPT.) SUBSCRIPTION
- ☐ FROM THE AUTHOR(S) OF THE REFERENCED WORK
- ☐ FROM YOUR CO-AUTHOR(S)
- ☐ FROM THE MIT LIBRARIES
- ☐ FROM A NON-MIT LIBRARY
- ☐ A RESEARCH ASSISTANT OBTAINED IT FOR YOU
- ☐ FROM A COLLEAGUE (OR FELLOW STUDENT)
- ☐ FROM YOUR SUPERVISOR
- ☐ FROM YOUR INSTRUCTOR
- ☐ PURCHASED FROM THE PUBLISHER OR A BOOKSTORE
- ☐ NOT SURE HOW YOU OBTAINED IT
- ☐ OTHER ______________________________

IF NO, are any of the following reasons attributable to your lack of success in obtaining it? [*please check*]

- ☐ TOO RECENTLY PUBLISHED TO BE FOUND IN THE MIT LIBRARIES
- ☐ NOT OWNED BY THE MIT LIBRARIES
- ☐ ALREADY LOANED-OUT TO ANOTHER LIBRARY PATRON
- ☐ NOT LOANED-OUT, BUT UNABLE TO LOCATE ON THE SHELVES OF THE MIT LIBRARIES
- ☐ OTHER ____

4. Are you personally acquainted with one or more authors of the referenced work? ☐ YES ☐ NO

IF YES, please indicate your relationship to the author(s): [*please check one*]

- ☐ YOUR (PRESENT OR FORMER) STUDENT IS AN AUTHOR
- ☐ YOUR (PRESENT OR FORMER) SUPERVISOR IS AN AUTHOR
- ☐ YOUR (PRESENT OR FORMER) INSTRUCTOR IS AN AUTHOR
- ☐ A COLLEAGUE AT MIT IS AN AUTHOR
- ☐ A COLLEAGUE OUTSIDE MIT IS AN AUTHOR
- ☐ A FRIEND OR ACQUAINTANCE IS AN AUTHOR
- ☐ OTHER ____

5. How important is your knowledge of the referenced work to the quality of your own paper? [*please circle*]

NOT AT ALL IMPORTANT			SOMEWHAT IMPORTANT			VERY IMPORTANT
1	2	3	4	5	6	7

6. If you had not been aware of the referenced work, how much would the value of your paper's contribution be diminished?

NOT AT ALL DIMINISHED			SOMEWHAT DIMINISHED			GREATLY DIMINISHED
1	2	3	4	5	6	7

7. When did you first become aware of the referenced work? [*please check one*]

- ☐ DURING THE EARLY STAGES, WHILE PLANNING THE RESEARCH REPORTED IN YOUR PAPER
- ☐ DURING THE MIDDLE STAGES, WHILE UNDERTAKING THE RESEARCH REPORTED IN YOUR PAPER
- ☐ DURING THE LATER STAGES, WHILE WRITING YOUR PAPER

SECTION THREE

If there are more than one "first-time" references in your bibliography, please select the last such reference. The following series of questions will pertain to this "first time" reference, in particular.

Begin by citing the referenced work in full as it appears in your bibliography. Be sure to include the author name(s), title, source (*e.g., journal name*), and year of publication.

AUTHOR(S) ______________________________

TITLE ______________________________

SOURCE ______________________________ PUBLICATION DATE 19 _____

1. What kind of document is the referenced work? [*please check one*]

☐ PAPER IN ACADEMIC JOURNAL
☐ CONFERENCE PRESENTATION
☐ DISSERTATION
☐ PATENT DISCLOSURE
☐ BOOK OR MONOGRAPH
☐ CHAPTER IN EDITED BOOK
☐ TECHNICAL REPORT
☐ WORKING OR DISCUSSION PAPER
☐ TRADE JOURNAL OR MAGAZINE
☐ GOVERNMENT REPORT
☐ AUDIO-VISUAL MEDIA
☐ UNPUBLISHED MANUSCRIPT
☐ OTHER ______________________________

2. We would like to know how you initially became aware of the existence of the referenced work and, in particular, whether: (1) you learned of its existence by chance, in the normal course of your reading literature in the field; or (2) while you were specifically searching for literature on the subject; or (3) someone else brought it to your attention. [*please read carefully through the entire list and then check the most appropriate*]

☐ YOU BECAME AWARE OF THE REFERENCED WORK BY CHANCE, IN THE NORMAL COURSE OF READING
    ☐ MATERIALS YOU (OR YOUR DEPARTMENT) SUBSCRIBE TO
    ☐ MATERIALS IN THE LIBRARY
    ☐ OTHER ______________________________

☐ YOU BECAME AWARE OF THE REFERENCED WORK WHILE SEARCHING SPECIFICALLY FOR LITERATURE ON THE SUBJECT . . .
    ☐ USING PRINTED INDEX OR ABSTRACT . . . ☐ YOURSELF, OR ☐ WITH LIBRARIAN ASSISTANCE
    ☐ USING ON-LINE BIBLIOGRAPHIC DATABASES . . . ☐ YOURSELF, OR ☐ WITH LIBRARIAN ASSISTANCE
    ☐ USING CD-ROM BIBLIOGRAPHIC DATABASES . . . ☐ YOURSELF, OR ☐ WITH LIBRARIAN ASSISTANCE
    ☐ USING CURRENT CONTENTS OR SIMILAR SERVICE . . . ☐ YOURSELF, OR ☐ WITH LIBRARIAN ASSISTANCE
    ☐ OTHER ______________________________

☐ THE REFERENCED WORK WAS BROUGHT TO YOUR ATTENTION BY . . .
    ☐ YOUR CO-AUTHOR(S)
    ☐ THE AUTHOR(S) OF THE REFERENCED WORK
    ☐ A COLLEAGUE (OR FELLOW STUDENT)
    ☐ YOUR RESEARCH ASSISTANT
    ☐ YOUR SUPERVISOR
    ☐ YOUR INSTRUCTOR
    ☐ A PEER REVIEWER
    ☐ OTHER ______________________________

☐ YOU BECAME AWARE OF THE REFERENCED WORK WHILE ATTENDING A CONFERENCE, WORKSHOP, OR SEMINAR

☐ YOU BECAME AWARE OF THE REFERENCED WORK BECAUSE IT WAS CITED IN SOMEONE ELSE'S WORK YOU WERE READING

☐ YOU'RE NOT SURE HOW YOU FIRST BECAME AWARE OF THE REFERENCED WORK

☐ OTHER ______________________________

3. Were you able to obtain the referenced work? ☐ YES ☐ NO ☐ DIDN'T TRY TO OBTAIN IT

IF YES, how did you obtain the referenced work? [*please check*]

☐ FROM PERSONAL (OR DEPT.) SUBSCRIPTION
☐ FROM THE AUTHOR(S) OF THE REFERENCED WORK
☐ FROM YOUR CO-AUTHOR(S)
☐ FROM THE MIT LIBRARIES
☐ FROM A NON-MIT LIBRARY
☐ A RESEARCH ASSISTANT OBTAINED IT FOR YOU
☐ FROM A COLLEAGUE (OR FELLOW STUDENT)
☐ FROM YOUR SUPERVISOR
☐ FROM YOUR INSTRUCTOR
☐ PURCHASED FROM THE PUBLISHER OR A BOOKSTORE
☐ NOT SURE HOW YOU OBTAINED IT
☐ OTHER ______________________

IF NO, are any of the following reasons attributable to your lack of success in obtaining it? [*please check*]

☐ TOO RECENTLY PUBLISHED TO BE FOUND IN THE MIT LIBRARIES
☐ NOT OWNED BY THE MIT LIBRARIES
☐ ALREADY LOANED-OUT TO ANOTHER LIBRARY PATRON
☐ NOT LOANED-OUT, BUT UNABLE TO LOCATE ON THE SHELVES OF THE MIT LIBRARIES
☐ OTHER ______________________

4. Are you personally acquainted with one or more authors of the referenced work? ☐ YES ☐ NO

IF YES, please indicate your relationship to the author(s): [*please check one*]

☐ YOUR (PRESENT OR FORMER) STUDENT IS AN AUTHOR
☐ YOUR (PRESENT OR FORMER) SUPERVISOR IS AN AUTHOR
☐ YOUR (PRESENT OR FORMER) INSTRUCTOR IS AN AUTHOR
☐ A COLLEAGUE AT MIT IS AN AUTHOR
☐ A COLLEAGUE OUTSIDE MIT IS AN AUTHOR
☐ A FRIEND OR ACQUAINTANCE IS AN AUTHOR
☐ OTHER ______________________

5. How important is your knowledge of the referenced work to the quality of your own paper? [*please circle*]

NOT AT ALL IMPORTANT			SOMEWHAT IMPORTANT			VERY IMPORTANT
1	2	3	4	5	6	7

6. If you had not been aware of the referenced work, how much would the value of your paper's contribution be diminished?

NOT AT ALL DIMINISHED			SOMEWHAT DIMINISHED			GREATLY DIMINISHED
1	2	3	4	5	6	7

7. When did you first become aware of the referenced work? [*please check one*]

☐ DURING THE EARLY STAGES, WHILE PLANNING THE RESEARCH REPORTED IN YOUR PAPER
☐ DURING THE MIDDLE STAGES, WHILE UNDERTAKING THE RESEARCH REPORTED IN YOUR PAPER
☐ DURING THE LATER STAGES, WHILE WRITING YOUR PAPER

SECTION FOUR

If there are more than two "first-time" references in your bibliography, please select the one nearest the middle. The following series of questions will pertain to this "first time" reference, in particular.

Begin by citing the referenced work in full as it appears in your bibliography. Be sure to include the author name(s), title, source (*e.g., journal name*), and year of publication.

AUTHOR(S) ______________________________

TITLE ______________________________

SOURCE ______________________________ PUBLICATION DATE 19 ____

1. What kind of document is the referenced work? [*please check one*]

☐ PAPER IN ACADEMIC JOURNAL
☐ CONFERENCE PRESENTATION
☐ DISSERTATION
☐ PATENT DISCLOSURE
☐ BOOK OR MONOGRAPH
☐ CHAPTER IN EDITED BOOK
☐ TECHNICAL REPORT
☐ WORKING OR DISCUSSION PAPER
☐ TRADE JOURNAL OR MAGAZINE
☐ GOVERNMENT REPORT
☐ AUDIO-VISUAL MEDIA
☐ UNPUBLISHED MANUSCRIPT
☐ OTHER ______________________________

2. We would like to know how you initially became aware of the existence of the referenced work and, in particular, whether: (1) you learned of its existence by chance, in the normal course of your reading literature in the field; or (2) while you were specifically searching for literature on the subject; or (3) someone else brought it to your attention. [*please read carefully through the entire list and then check the most appropriate*]

☐ YOU BECAME AWARE OF THE REFERENCED WORK BY CHANCE, IN THE NORMAL COURSE OF READING

  ☐ MATERIALS YOU (OR YOUR DEPARTMENT) SUBSCRIBE TO
  ☐ MATERIALS IN THE LIBRARY
  ☐ OTHER ______________________________

☐ YOU BECAME AWARE OF THE REFERENCED WORK WHILE SEARCHING SPECIFICALLY FOR LITERATURE ON THE SUBJECT . . .

  ☐ USING PRINTED INDEX OR ABSTRACT . . . ☐ YOURSELF, OR ☐ WITH LIBRARIAN ASSISTANCE
  ☐ USING ON-LINE BIBLIOGRAPHIC DATABASES . . . ☐ YOURSELF, OR ☐ WITH LIBRARIAN ASSISTANCE
  ☐ USING CD-ROM BIBLIOGRAPHIC DATABASES . . . ☐ YOURSELF, OR ☐ WITH LIBRARIAN ASSISTANCE
  ☐ USING CURRENT CONTENTS OR SIMILAR SERVICE . . . ☐ YOURSELF, OR ☐ WITH LIBRARIAN ASSISTANCE
  ☐ OTHER ______________________________

☐ THE REFERENCED WORK WAS BROUGHT TO YOUR ATTENTION BY . . .

  ☐ YOUR CO-AUTHOR(S)
  ☐ THE AUTHOR(S) OF THE REFERENCED WORK
  ☐ A COLLEAGUE (OR FELLOW STUDENT)
  ☐ YOUR RESEARCH ASSISTANT
  ☐ YOUR SUPERVISOR
  ☐ YOUR INSTRUCTOR
  ☐ A PEER REVIEWER
  ☐ OTHER ____________________

☐ YOU BECAME AWARE OF THE REFERENCED WORK WHILE ATTENDING A CONFERENCE, WORKSHOP, OR SEMINAR

☐ YOU BECAME AWARE OF THE REFERENCED WORK BECAUSE IT WAS CITED IN SOMEONE ELSE'S WORK YOU WERE READING

☐ YOU'RE NOT SURE HOW YOU FIRST BECAME AWARE OF THE REFERENCED WORK

☐ OTHER ______________________________

3. Were you able to obtain the referenced work? ☐ YES ☐ NO ☐ DIDN'T TRY TO OBTAIN IT

IF YES, how did you obtain the referenced work? [*please check*]

☐ FROM PERSONAL (OR DEPT.) SUBSCRIPTION
☐ FROM THE AUTHOR(S) OF THE REFERENCED WORK
☐ FROM YOUR CO-AUTHOR(S)
☐ FROM THE MIT LIBRARIES
☐ FROM A NON-MIT LIBRARY
☐ A RESEARCH ASSISTANT OBTAINED IT FOR YOU
☐ FROM A COLLEAGUE (OR FELLOW STUDENT)
☐ FROM YOUR SUPERVISOR
☐ FROM YOUR INSTRUCTOR
☐ PURCHASED FROM THE PUBLISHER OR A BOOKSTORE
☐ NOT SURE HOW YOU OBTAINED IT
☐ OTHER ______________________

IF NO, are any of the following reasons attributable to your lack of success in obtaining it? [*please check*]

☐ TOO RECENTLY PUBLISHED TO BE FOUND IN THE MIT LIBRARIES
☐ NOT OWNED BY THE MIT LIBRARIES
☐ ALREADY LOANED-OUT TO ANOTHER LIBRARY PATRON
☐ NOT LOANED-OUT, BUT UNABLE TO LOCATE ON THE SHELVES OF THE MIT LIBRARIES
☐ OTHER ______________________________

4. Are you personally acquainted with one or more authors of the referenced work? ☐ YES ☐ NO

IF YES, please indicate your relationship to the author(s): [*please check one*]

☐ YOUR (PRESENT OR FORMER) STUDENT IS AN AUTHOR
☐ YOUR (PRESENT OR FORMER) SUPERVISOR IS AN AUTHOR
☐ YOUR (PRESENT OR FORMER) INSTRUCTOR IS AN AUTHOR
☐ A COLLEAGUE AT MIT IS AN AUTHOR
☐ A COLLEAGUE OUTSIDE MIT IS AN AUTHOR
☐ A FRIEND OR ACQUAINTANCE IS AN AUTHOR
☐ OTHER ______________________________

5. How important is your knowledge of the referenced work to the quality of your own paper? [*please circle*]

NOT AT ALL IMPORTANT			SOMEWHAT IMPORTANT			VERY IMPORTANT
1	2	3	4	5	6	7

6. If you had not been aware of the referenced work, how much would the value of your paper's contribution be diminished?

NOT AT ALL DIMINISHED			SOMEWHAT DIMINISHED			GREATLY DIMINISHED
1	2	3	4	5	6	7

7. When did you first become aware of the referenced work? [*please check one*]

☐ DURING THE EARLY STAGES, WHILE PLANNING THE RESEARCH REPORTED IN YOUR PAPER
☐ DURING THE MIDDLE STAGES, WHILE UNDERTAKING THE RESEARCH REPORTED IN YOUR PAPER
☐ DURING THE LATER STAGES, WHILE WRITING YOUR PAPER

SECTION FIVE

1. What is your highest academic degree completed or in progress?

- ☐ BACHELOR'S DEGREE
- ☐ MASTER'S DEGREE
- ☐ DOCTORAL DEGREE
- ☐ OTHER ______________________________

2. What was the date of degree completion (or expected completion)? YEAR 19 ____

3. What is your degree field of study? ______________________________

4. What is your present status at MIT?

- ☐ UNDERGRADUATE STUDENT
- ☐ GRADUATE STUDENT
- ☐ INSTRUCTOR OR LECTURER
- ☐ POST-DOCTORAL ASSOCIATE OR FELLOW
- ☐ VISITING SCHOLAR
- ☐ RESEARCH SCIENTIST OR ENGINEER
- ☐ ADJUNCT PROFESSOR
- ☐ ASSISTANT PROFESSOR
- ☐ ASSOCIATE PROFESSOR
- ☐ FULL PROFESSOR
- ☐ PROFESSOR EMERITUS
- ☐ OTHER ______________________________

5. Which MIT department or school are you affiliated with?

- ☐ BRAIN & COGNITIVE SCIENCES
- ☐ MATERIALS SCIENCE & ENGINEERING
- ☐ SLOAN SCHOOL OF MANAGEMENT
  - ☐ BEHAVIORAL & POLICY SCIENCES
  - ☐ ECONOMICS, FINANCE & ACCOUNTING
  - ☐ MANAGEMENT SCIENCE

6. Do you hold an administrative post at MIT, such as a department head, laboratory director, or dean?

☐ YES ☐ NO

7. Generally speaking, how satisfied are you in your ability to acquire the information you need to perform your research?

NOT AT ALL SATISFIED			SOMEWHAT SATISFIED			VERY SATISFIED
1	2	3	4	5	6	7

If you are able to include a copy of the bibliography you used in answering this survey, we would greatly appreciate your help in doing so.

Thank you very much for your help! To return the questionnaire, simply staple it and place it in interdepartmental mail.

INTERVIEW GUIDE : INFORMATION SERVICES STUDY

The purpose of the Information Services Study being conducted by the MIT Libraries is to learn more about how researchers at MIT seek and gather information for their teaching, research and learning. Each member of the three disciplines being studied, Brain and Cognitive Sciences, Management, and Materials Science and Engineering, received a questionnaire during the last week of April which focused on information gathering done for a recently completed paper or proposal. In order to supplement the data received from respondents to this questionnaire, the members of the Libraries staff working on this project intend to complete a series of interviews with faculty and research staff in these three areas and hold discussion groups with students. The following is a guide for the interviews.

QUESTIONS

1. Please describe your present mix of teaching and research. What courses are you teaching? In what areas are you now conducting research projects? Are you supervising any research, e.g. UROPs, theses? At what stages are your projects-are some just beginning, others near completion?

2. I'd like to ask you some questions about information you might have gathered recently for one of your projects or for your teaching. Please think of the last time you had a problem or question which you couldn't answer from your own immediate knowledge.
a. What were you working on when you realized you wanted or needed information related to the project at hand?
b. What specific information did you need or want?
c. How did you attempt to locate this information?
   -did you search for it yourself?
   -where did you look for the information?
      --did you ask someone (how-in person? phone? E-mail?)
      --did you look in written sources? in your own files or books?
d. What information did you obtain? Was it the information you were looking for?
e. Where did you find it?
f. To what use did you put what you found?
g. Was this fairly typical of the kinds of searches you do? If not, what are more typical searches for you?

3. You've just described a recent search for information in the course of your research (teaching). Sometimes useful information is found by chance. Has this happened to you on one of your projects recently? When? What was the information you came across or obtained? How did it reach you?

4. I'd now like to ask you a question about journals. For the last journal article you read:
-When did you read it?
-Where was it from (eg your own subscription)?
-How did you come across it?
-What use, if any, did you make of it?

5. I'd now like to ask you a few more questions about the kind of materials you use in your research. Here is a list of various types of information sources. Could you indicate which ones you have used in the last 6 months, and, if possible, tell me where you went to find or consult them? (give list)

6. Are any of these sources ones that you rely on more now than in the past?
7. Could you describe your use, if any, of computerized databases? E-mail? networks?

8. Have you had to make a search of the literature recently? How did you do it?

9. Do the Libraries now play a role in your gathering of information? What is it?

10. Keeping current in the field

A common complaint by some researchers is that it is increasingly difficult to keep up with the literature in a given field.

a. How are new findings transmitted in your field?
b. What do you do to keep up with new developments in your areas of interest?
c. Do you do different things depending on the topic of interest?
d. If you recently began following a line of research you hadn't been following previously, what did you do?
e. When you need to update information on your own areas, what do you do?

11. I'd now like to ask a question which was posed to over 250 faculty in all areas of science, social sciences and humanities by a group called the Research Libraries Group. They asked scholars this:

a. How has your discipline changed in the last 15-20 years? They then asked them if any of the changes implied a need to exploit data in new ways or make new information available. How would you answer this, and do you think anything going on in your discipline should be changing the way we get and store information?

b. Are there changes going on in your particular areas of research and teaching? What are the "new frontiers" or current trends in these areas?

c. Are there any developments overseas which are having an impact in your field? Is access to this information important? sufficient?

d. What role(s) do computers play in your field? Have they changed the way you do research or look for information?

12. Can you describe what an ideal library/information system in your field would be like?

13. Are there ways in which people in the library and information systems areas at MIT could become more closely involved with the researchers here?

14. Is there a new, expanded or improved information service which could be supplied to you? What would that be?

Information Services Study

Focus Group Discussion Guide

Introduction 5 minutes

— *Welcome participants. Thank them for coming.*

— *Tell them you hope they enjoyed the meal. Have them help themselves to coffee and dessert now (so they don't disturb the discussion later).*

— *Ask if they found their name card (first name only); placed for you to see.*

— *Introduce yourself. Name, position in department.*

My role here today is to guide the discussion and to make sure that everyone in the room has the opportunity to share his or her views on the topic at hand.

— *If Library representatives are present, introduce them.*

— *Statement of objective:*

We're here tonight to talk about ways that you gather information in your course work and research projects. This discussion is not about the *topics* you research; instead, we'll be looking at your research needs and how you go about keeping current in your field. This meeting is what's known as a "focus group" in the market research industry. It's being sponsored by the MIT Libraries, but I'd like to state up front that we will *not* be limiting our discussion to sources of information in the library.

— *Tell participants that the discussion will take approximately one-and-a-half hours.*

— *Mention the confidentiality of the focus group discussion.*

The discussion is being videotaped so that I don't have to take notes now but can review the session afterwards. No one will be identified by name. We are conducting a number of these focus groups along with a companion survey, which will form the basis of a report on information needs of MIT students and instructors.

— *Ground rules:*

- Only one person should talk at a time so that we can focus on what he or she is saying.
- Don't have conversations on the side that distract the overall discussion.
- Speak up so we all can hear you.
- Feel free to offer suggestions or criticism. We're here to learn both about your information needs and how to better serve those needs.

Participant Introductions 5 minutes

— This focus group brings together (students/instructors) from the (Brain & Cognitive Sciences Department/ Materials Science and Engineering Department/ Sloan School).

Ask participants to introduce themselves.

- Your name—first name is sufficient.
- What year student are you here at MIT? /What is your position here at MIT?
- Your area of specialization.

Research Concept 10 minutes

— Let's begin by going around the room and having people briefly discuss what different types of research you conduct—either related to course work or individual projects—and how often you conduct such research. (Write an article, paper, book, speech, presentation, proposal, consulting, R&D on a new product.)

— Where do you get your ideas for a research project or paper? Think about your current or most recent paper, or projects in general.
Is it assigned or is it your own choice?
Is it a matter of inspiration?
Does an idea come to you out of a discussion with colleagues or in class?
By reading? Reading what in particular?
Hearing about something current in the news media?

Information Gathering 20 minutes

— Beginning

In beginning your research on a topic, where do you generally turn first to conduct exploratory research?
Who are the first people you talk to and what are the first things you read? In other words, how does the research process begin?

— Process

Once you've begun your research, what steps do you take in the process of gathering information? Do you have a systematic approach toward finding the information you need, or frankly is it a more haphazard approach? Which is more productive?
What sources of information and modes of communication—formal or informal, in-person, written or electronic—do you use, and in what order to do use them?
How do you organize and store the information you develop and gather in your research?
What role do computers play in your field, and how does new technology change the way you conduct research?
Do you feel you know how to make good use of computers in gathering information you need to conduct research?
What developments overseas are having a major impact on your field?

— Dissemination

How do you present what you learn? In what ways is the information that you have gathered in a research project passed on to your colleagues? Do you typically discuss and present the information? If so, where?

Information Sources 30 minutes

— Handout

Let's focus on some of the specific sources of information that we've been discussing. I'm going to pass out a list of various possible sources of information. *Hand out.*

On this sheet, please rate each information source in terms of its usefulness in a typical—or your most recent—research project. *Do not collect handouts yet. After 5 minutes, proceed.*

— Person-to-person

Let's talk for a while about person-to-person communications as an information source for your research projects and papers.

Which are the most productive ways to gather information at a personal level?

Which do you find yourself relying more and more on? And which are becoming less frequent sources of information?

- Discussions with students/instructors at MIT
- Discussions/letters with colleagues at other universities
- Discussions/letters with people in business & industry
- Librarians, technical information specialists
- Conferences, seminars you have attended
- Electronic Mail

— Written/visual

Next, let's focus on the written and visual materials on the list.

Which ones are the most useful? Why? (Strengths and weaknesses? Pertinent to your needs? Quality information? Up to date? Easy to find? Easy to use?)

Which written sources of information do you use most frequently, which do you use infrequently? And why?

Which would you like to learn more about or make greater use of if you could?

- Books—your personal library, textbooks, handbooks, standards, manuals, book stores
- Journals and periodicals
- Preprints, abstracts, technical reports, conference papers
- Printed indexes
- On-line and CD-ROM data bases
- Computerized literature searches
- Audio, videotapes from conferences, TV documentaries

— Other

Are there any other forms of communication or information gathering that we haven't discussed that should be included on this list?

Library Services 20 minutes

— What types of library services are the easiest to find and use? The hardest to find and use?

— How do you envision an ideal library/information system of the future—one that would meet the new demands of your field?
What changes do you see in your own field of study that prompt the need for changes in the way information is collected and disseminated?

— What role do the MIT Libraries play in your research or course work? Which libraries do you use most often? For what purpose? To...

- Consult the reference collection?
- Borrow books?
- Use books on reserve for course work?
- Journals or periodicals?
- Conduct database searches? Use Barton?
- Use Athena? Word processing? Copying services?
- To consult with a librarian?

— Do you normally use other libraries outside MIT? Why, and what for?

— If there were one new, expanded or improved information service that the MIT Libraries could supply you, what would it be?

Close

— *On behalf of MIT Libraries, thank participants for coming; they've been very helpful; hope they enjoyed the discussion. Collect handouts.*

Sources of Information

Typical or Most Recent Research Project

Usefulness,
on 1-10 scale
(10 = high)

Person-to-person:

1. Discussions with students/instructors at MIT ____
2. Discussions/letters with colleagues at other universities ____
3. Discussions/letters with people in business & industry ____
4. Librarians, technical information specialists ____
5. Conferences, seminars you have attended ____
6. Electronic Mail ____

Written/Visual:

7. Personal library ____
8. Textbooks ____
9. Book stores ____
10. Handbooks, standards, manuals ____
11. Journals and periodicals ____
12. News media ____
13. Preprints, abstracts, technical reports, conference papers ____
14. Printed indexes ____
15. On-line and CD-ROM data bases ____
16. Computerized literature searches ____
17. Audio, videotapes from conferences, TV documentaries ____

Other:

18. (Specify:) ________________ ____

Library Survey

Students, Faculty, and Houston Community Users Surveyed

Over one thousand users of the Fondren Library accepted the Library's invitation to express their opinion of its collections and services. The Fondren Library survey task force is now finishing the data analysis of one of the largest library surveys done at Rice University.

Exhaustive analysis of the faculty, student and community surveys is still in progress but some preliminary results of the student survey are available. We soon will have results from the faculty survey and will share those results as well.

Purpose for the Survey

The survey effort began last summer as a part of the overall planning process in the Fondren Library. Rather than develop programs and activities in a vacuum, library staff wanted a snapshot of current opinion on the Fondren Library's collections and services. Planning groups provided topics of concern to the survey task force for possible inclusion in the survey.

Though the survey task force began with the idea of surveying only principal library users (Rice faculty, students, and staff), additional questions arose about use of Fondren Library by those not affiliated with the University. We were interested in finding out how and why they use Fondren Library. These questions led to the November survey of the Houston community users and of an upcoming survey of the Friends of Fondren.

Student Survey

Approximately sixty-one percent of students are satisfied with the library collections (four or five on a five-point scale), while an additional thirty-nine percent indicated that their general opinion of all library collections is less than satisfactory. (See Table 1.) Satisfaction levels among undergraduates was lower than for the graduate students surveyed. Dissatisfaction with the journal collection was expressed more strongly than for the book collection (forty-four percent versus thirty-four percent).

This opinion of Fondren Library was reflected in the comments received in the surveys. "Buy more books and journals" was a frequent statement, with some students requesting more leisure fiction and others stating that the library had very little in their major field. One student said "in general, Fondren has met my needs while at Rice," but went on to say "keep building the collections though."

Approximately seventy-five percent of the students surveyed indicated they were satisfied with our services, while twenty-five percent were not satisfied with services. (See Table 2.)

Comments regarding services addressed a range of topics, including the hours of some services and special collections and the number (or lack) of LIBRIS terminals. Many students want more listening stations in the Brown Fine Arts library, and others suggested renovation of the study rooms. There were many comments on the noise level of the reserve area, and the copy machines were frequently mentioned.

The survey reveals a number of factors that may be relevant to faculty members planning for fall classes. Students expressed frustration with various aspects of the reserve process. Written comments addressed the number of copies, length of reserve loan periods, delays in accessing

(cont'd p.4)

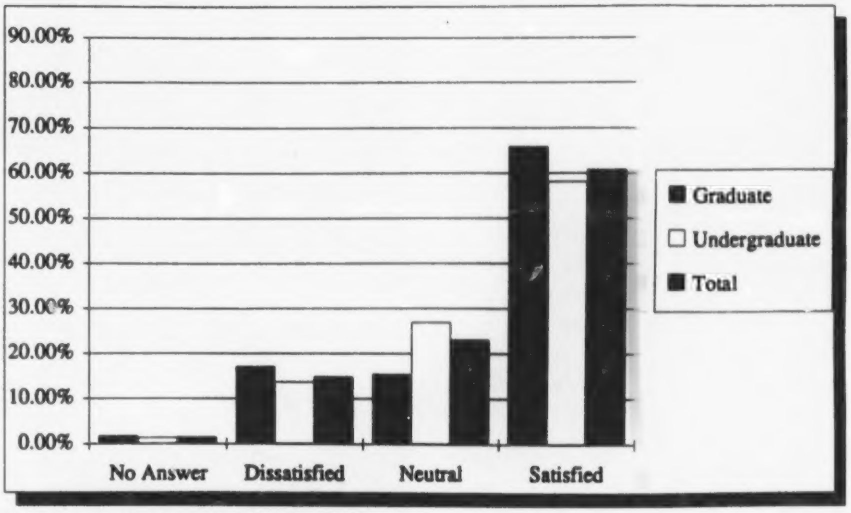


Table 1 - Collection Satisfaction by Status

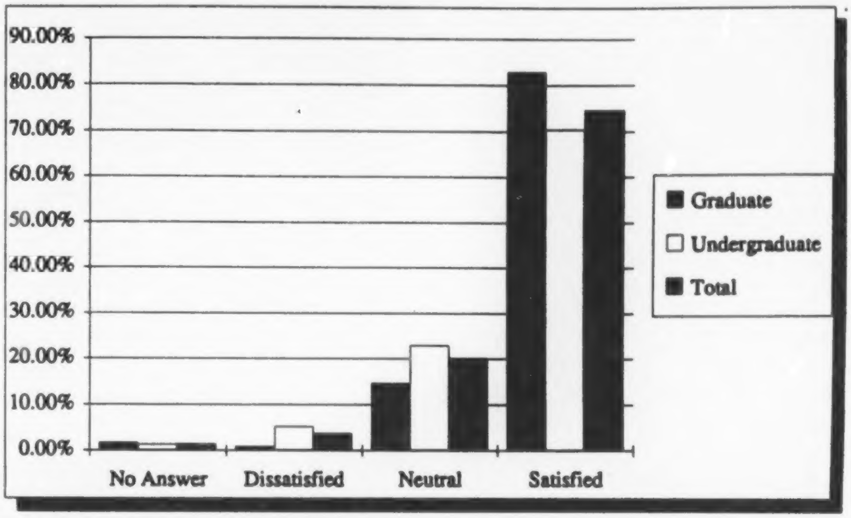


Table 2 - Services Satisfaction by Status

(Survey cont'd)

last minute reserve readings, fine rates, and tidiness of the reserve room. Overall, the student survey revealed a twenty-eight percent dissatisfaction rate among those using reserve readings.

Fondren Library has established a group to reexamine reserve room procedures. This group will attempt to work with faculty to develop more successful approaches to reserve readings.

A significant percentage of the students surveyed expressed a desire for additional instruction in library resources and research techniques. Forty-seven percent of students surveyed perceive a need to increase their knowledge of library resources and research techniques. For example, one respondent mentioned that he or she did not know Fondren Library had a video collection until reading the survey.

Students surveyed expressed the desire for additional training in using the LIBRIS catalog, rare books and archives, and CD-ROM indexes, as well as in general research techniques and research materials in the individual's subject discipline. Most students do, however, feel skilled in using LIBRIS, Fondren Library's online catalog.

Rice undergraduates' introduction to Fondren Library currently is incorporated into a half-hour session during Freshman Week orientations. Library staff offer somewhat more extensive orientations to incoming graduate students, and classroom instruction is provided through a one-semester hour course sponsored by Jones College. Librarians are also happy to provide tailored classroom instruction when requested by faculty.

Fondren Library's facilities also came under intense discussion. Thirty-eight percent of students were dissatisfied with temperature in the building (though some were hot and some cold). Twenty-one percent were dissatisfied with lighting. Most students like the newer furnishings on the first floor. Several students admitted to being lost in the building, with one student stating "you can't get there from here."

Approximately ten percent of survey respondants indicated concern for personal safety in Fondren Library during the last year and a half. Fondren Library will continue to face security issues given its central location in a major city and its nature as a public building. Library and University administrations are continuing to develop measures that will promote an environment in our building that is both safe and welcoming for all users.

(cont'd p.5)

(Survey cont'd)

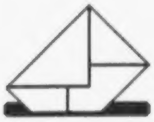
Houston's community

Approximately 350 library users not affiliated with Rice University were surveyed in November. They are anxious to keep using our library. Comments recorded from members of the Houston community using Fondren Library were extremely positive. These outside users enjoy our "studious" atmosphere and ask to be allowed to continue using the facilities. The respondents included faculty and students from other institutions such as the University of Houston, Houston Community College, South Texas College of Law, and MIT.

Most outside users come to Fondren Library to use their own material. Surprisingly, forty percent of the outside users consider Fondren Library their primary library.

Questions? Comments? Suggestions?

Mail a message to
Fondren Library's
electronic mailbox



library@ricevm1.rice.edu

Answers provided via e-mail, phone, or campus mail

Methodology

The Fondren Library survey was really five survey instruments. Dr. Stephen Klineberg of the Sociology Department assisted the survey task force in developing all survey instruments. The task force appreciates the help Dr. Klineberg provided, even while he was involved with the eleventh year of the *Houston Area Survey*.

The non-affiliates survey form was distributed to everyone signing in at the front door of Fondren Library during the two weeks before Thanksgiving.

Rather than survey all students, a sample was created using information from the student records office. All freshmen and first-year graduate students were eliminated, as were all class III and staff students. Twenty percent of the remaining students were selected (every fifth name), resulting in a sample of 399 undergraduate and 191 graduate students.

From these, 225 undergraduates and 124 graduate students returned questionnaires, producing a response rate of sixty percent. As an incentive to return the student survey on time, Fondren Library offered a $50 gift certificate to the Rice Campus Store. Shaila Dewan of Baker College won the drawing.

Finally, two forms of a longer survey were sent recently to the faculty and administrators of the University. A special survey will be sent to the Friends of Fondren (alumni and members of the Houston community who provide financial support to Fondren Library) in the next month.

Information gathering continuing

Although the formal survey time is past, the survey task force would be happy to receive any surveys that were not turned in earlier. The data will be included as part of the formal analysis and have impact on Fondren Library's plans for the future. Anyone who did not receive a survey but who would like to comment is welcome to stop by, drop a note in a suggestion box, or send us an e-mail message.

The full survey report, including samples of all five questionnaires and the full analysis, will be made available once data analysis has been completed. The survey task force would like to thank all students, faculty, and staff who took the time to share their thoughts about Fondren Library.

Kay Flowers
Assistant University Librarian for
Automated Services
flowers@library.rice.edu

Faculty Comment on Library Collections and Services

Two hundred seventy faculty members accepted Fondren Library's invitation to participate in a survey of opinions of library services and collections on the Rice University campus.

The answers and comments of these faculty and administrators, gathered midway through the Spring semester, have been carefully studied by different library departments seeking to understand how best to assist faculty in their teaching and research.

New services and programs have already resulted from survey findings, and others will be investigated during the coming year.

Participants

Two hundred sixty five of the 270 participating faculty, or 98%, have used the Fondren Library in the eighteen months from August 1990 to January, 1992.

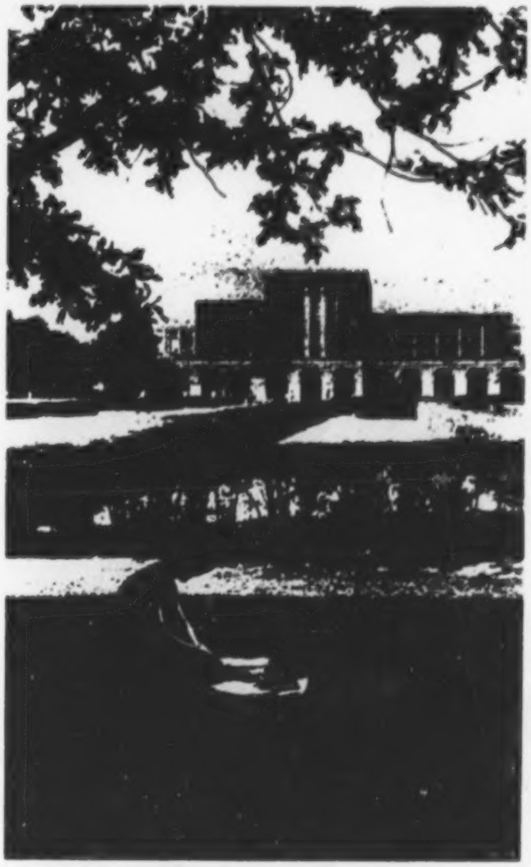
When asked to list their sources of information in the order of usefulness, 40.4% of responding faculty listed Fondren Library first as the most useful source of information. Another 38.5% listed Fondren as either second or third in importance as a source of information. Therefore, 78.9% of the faculty view Fondren as a critical source for information needed in research and teaching.

Overall Collection Satisfaction

Given this high dependence on Fondren resources, satisfaction with the collection is vital. Although most faculty were satisfied or very satisfied by the collections in the Fondren Library, differences in ratings can be traced to rank and number of years at Rice University.

An example of the conflicting demands facing us are comments such as "[t]he library needs to make a transition from a reading library on the undergraduate level to a research library" and "the undergraduate...collection is largely nonexistent."

Professors, and those who have been here over ten years, tended to have higher ratings of the Fondren Library collections than those who are assistant professors or who have been here less time. Since rank is highly correlated with number of years service, this finding is not surprising.



It is easy to postulate reasons for the tie between satisfaction and seniority. Faculty who have been at Rice longer have had more influence on the building of the collection. Therefore, the collection will be more likely to reflect their research interests, and they will be more likely to be satisfied with what Fondren Library can provide.

The library staff is examining the areas used by those faculty who were dissatisfied or very dissatisfied with the collections.

Use of Other Resources

Faculty members are also frequent users of other libraries, both in Houston and abroad. Libraries listed included the British Library, libraries in the Netherlands, and the Bibliotheque Nationale, as well as the Houston Academy of Medicine library in the Medical Center and the University of Houston. The reasons mentioned for using these libraries were that they had materials Fondren Library lacks, or that the faculty member happened to be in the area.

Periodical Arrangement

One of the topics that has generated a lot of discussion in the past ten years is the arrangement of periodicals in Fondren Library. The faculty were asked, therefore, whether current periodicals should be arranged by title or call number.

The vote for periodical arrangement was predominantly in favor of retaining our current arrangement: 67.8 % for call number while 34.2 % preferred a title arrangement. This preference held true even in some departments which have appeared to be most vocal in seeking a title arrangement.

In terms of bound periodicals, we asked whether periodicals should be interfiled with books or housed separately. The responses were split almost evenly, with preference for a separate arrangement of books and journals showing a slight predominance among faculty responding.

(cont'd p.4)

(Survey cont'd)

Why We Arrange This Way

Periodicals in the centralized Fondren Library are currently arranged by call number. This ordering system means that subjects are classed together, and most journals are in alphabetical order by title within the subject arrangement.

Since many journals are interdisciplinary, some journals are not in areas normally expected. Hence, the desire by some for a title arrangement. A title arrangement is often used in small, specialized libraries such as medical or departmental libraries. Title arrangements in a multi-subject library, however, separate the journals of a discipline from other journals of that discipline.

The Need for Communication

One surprise for the library staff was the large number of faculty interested in additional information on using the library. At present, librarians are working on developing additional instructional materials that assist faculty but that do not require a significant investment of time by the faculty member. Watch these pages for future developments.

Staff also are examining the responses to survey questions for ideas for service improvements. For example, the reserve system has been revised in response to survey comments, independent comments from faculty, as well as remarks made in separate focus group discussions with faculty and students.

Data for specific library areas are being forwarded to the staff members in charge of those services and collections. Using the data as well as the comments, staff are hoping to answer some of the questions and problems mentioned by faculty members having trouble using those facilities.

The full analysis of the survey, comments, data, and a description of the methodology will be available on reserve for anyone interested. Staff members who conducted the survey will be happy to answer any questions or discuss any findings.

Preferrence for Current Periodical Arrangement (By Department)

	By Title (%)	By Call Number (%)
Architecture	100.0	0.0
Art/Art History	66.6	33.4
Anthropology	50.0	50.0
Biochemistry	50.0	50.0
Biology	20.0	80.0
Business Administration	58.3	41.7
Chemical Engineering	10.0	90.0
Chemistry	23.5	76.5
Civil Engineering	20.0	80.0
Computer Science	0.0	100.0
Economics	38.5	61.5
Education	0.0	100.0
Electrical Engineering	23.1	76.9
English	25.0	75.0
Environmental Science	50.0	50.0
French/Italian	25.0	75.0
Geology	30.0	70.0
German	20.0	80.0
Health	100.0	0.0
History	27.3	72.7
Linguistics	33.3	66.7
Math Science	66.7	33.3
Mathematics	33.3	66.7
Mechanical Engineering	20.0	80.0
Music	33.3	66.7
Philosophy	25.0	75.0
Physics	27.3	72.7
Political Science	0.0	100.0
Psychology	55.6	44.4
Religion	50.0	50.0
Sociology	33.3	66.7
Space Physics	50.0	50.0
Spanish	44.4	55.6
Statistics	0.0	100.0
Total	**34.24%**	**65.76%**
	N=88	**N=169**

Many faculty expressed encouragement and appreciation for the survey process and for the efforts of library staff. We thank you for your support and for your participation in the Fondren Library Survey. The survey committee would also like to thank Steven Klineberg for his valuable help in developing the survey and reviewing the methodology.

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Users Evaluate Fondren Library

A Report of User Surveys

Books and Beyond

Survey Subgroup
Fondren Library

January 1993

Acknowledgments

The Survey Subgroup would like to formally acknowledge and thank the following people for their assistance in the design, editing, administration, data entry and data analysis of the Fondren Library surveys .

Dr. Stephen L. Klineberg, Sociology

Dr. Robert Patten, English

Shannon Halgren, Psychology

From Fondren Library:

Mary Burgett
Barbara Case
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Rita Marsales
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Mike Stuart

Members of the Survey Subgroup, Fondren Library:

Barbara Halbert
Sara Lowman
Heather Phillips
Sophy Silversteen
Kay Flowers, Chair

Statement of Confidentiality

All survey data has been held in strictest confidence, seen only by members of the subgroup or those assisting in data entry. Any identifying marks have been removed except those placed by the respondent. The data will be kept for a period of time, but access will be restricted. Anyone with concerns in this area should address his or her remarks to a member of the Survey Subgroup.

Statement of Responsibility

All errors are the responsibility of the Survey Subgroup, and they are solely responsible for this report and its content.

Overview

The survey effort began during the summer of 1991 as an element of an overall planning process for the Fondren Library. University Librarian Beth Shapiro appointed several task forces to assess current needs and develop future programs and activities for the library. Basic to the planning process was current opinion from the library's users concerning collections and services. Appointed to acquire this information was the Library Survey Subgroup. The charge to the subgroup was as follows:

> Membership of the User Survey Subgroup will consist of representatives from both the Collections and Public Services Task Force. In addition, several other library staff will be asked to serve. This group will design, create, administer, and analyze a user survey in support of the two task forces. Assistance will be sought from faculty who have experience with survey design and administration. Among the elements to consider in the survey will be demographics, services (hours, use, satisfaction, other needs), collections (use, needs), support services (i.e. photocopiers, seating, computers, etc.).

The subgroup was formed in June 1991. The original timetable called for completion of the survey in November 1991 with the final report and analysis being produced by January 1992. After the subgroup began work on the survey, the target dates were delayed due to the complexity of the survey instruments and the optimal periods available to administer the survey.

Background information on user surveys was collected from several sources including other libraries and consultants from the Association for Research Libraries . The subgroup requested input from the two task forces as to what information they needed about the library's users to support their work. A previous survey of the Rice faculty, originally conducted as part of the University's Self-Study Project in 1983, was made available to the subgroup, but it was too limited in scope to be useful for what the task forces required. The subgroup also consulted with Dr. Steven L. Klineberg of Sociology who has expertise in designing and administering surveys.

After examining the available information, the subgroup concluded that a single survey instrument would not adequately collect the necessary information from all the different library user constituencies. Four distinct surveys seemed appropriate: one each for the Rice faculty, students, administrative personnel, and non-Rice users. A separate survey of the members of the Friends of Fondren Library was considered for the future. Each group was seen as having distinctive needs and thus different perceptions of the quality of the library's collections and services.

Developing four distinct survey instruments was a tedious and time-consuming process, largely accounting for the slippage from the original schedule. The original Task Forces provided topics of concern to the survey subgroup for possible inclusion in the survey as did the Library Administration. Feedback from the task forces and the administration as to content and form was continually solicited as multiple drafts of each survey instrument were modified and refined. The survey, both content and format, was extensively edited by Dr. Klineberg who also advised as to the optimal time for administration of the surveys. Dr. Robert Patten of the English Department assisted with the final editing.

As a result of delays, the survey group fell short of the initial goal of providing data in support of the Task Forces on Collection Development/Management and of Public Services whose reports were due March 1, 1992. Over the course of more than a year, however, the survey has developed an importance of itself, providing a wealth of valuable information to the library administration as well as individual departments. The Fondren Library user community had not been systematically surveyed since 1983, and that survey was very brief. Therefore, library staff had a backlog of unanswered questions regarding the Rice community. This situation created long, complicated queries which these survey instruments only begin to address. User perceptions of library collections and services signal needs for change, for planning, and for the vision of an excellent academic library reflecting the future. Several suggestions from comments and concerns mentioned in the survey have been implemented or incorporated into other plans. Members of the subgroup hope that the survey will form the basis of future, more focused opinion research on the library, its services and collections.

Outside User Survey

The decision was made to survey outside users as part of the support for the planning process. Members of he Public Services Task Force were exploring possible new services but felt that before new services could be proposed and implemented, they needed to know how outside users were currently impacting the Library. This task force was concerned with determining who the outside users are, why they use the Fondren Library, and when they use it. The Collection Development/Management Task Force was interested in determining which parts of the collection were consulted by outside users.

The least complex of the survey forms, that for the non-Rice users, was completed first and administered during November 1991. In order to get a fairly large sample, it was decided to hand out the survey to each visitor who signed in at the front door during a time when the library is traditionally very busy. For this reason, surveys were distributed between November 18 and December 1, 1991. This included the week before Thanksgiving and the Thanksgiving weekend. Surveys were collected at various points throughout the building. We had originally planned to hand out one thousand surveys and to continue distributing them until they were gone. When the front desk staff began hearing comments that some people had already been surveyed, and it became apparent that we were getting many repeat visitors, distribution stopped. Five hundred one surveys were distributed, and three hundred fifty library users not affiliated with Rice answered the survey.

The survey and results follow this section. In general, visitors commented that they appreciate having access to the Fondren Library.

Students

A simplified version of the faculty/administrator survey was developed to send to the sample of graduate and undergraduate students. The student survey consisted of fourteen multi-part questions with added space for comments, with a cover letter (see survey and results following this section). A drawing for a $50 gift certificate to the Rice Campus Store was offered as an incentive to return the completed survey.

The sample of students was created using information from student records maintained by the registrar's office. All freshmen and first-year graduate students were eliminated from the sample due to their limited experience with the library. All class III and staff students were eliminated to avoid duplication with the outside user and staff surveys. Twenty per cent of the remaining students were selected (every fifth name) resulting in a sample of 399 undergraduates (67.6% of the total surveyed) and 191 graduate students (32.4% of the total). A print out and mailing labels from the registrar's office listed names and college affiliation.

The student survey was mailed on January 10, 1992; all packets were mailed to the colleges and departments. The packet comprised the survey with two numbered tickets and a return envelope. The numbers on the tickets had been noted by each name on the print-out for record-keeping purposes. The cover letter requested that the survey and one of the tickets be returned by January 24, 1992. As each survey was returned, names were identified and checked off the print-out, using the numbered ticket half, or in some cases the name provided by the student on the ticket half, but tickets were separated from surveys upon their return so that confidentiality was maintained.

On January 27th, members of the subgroup began telephoning those students who had not returned surveys, using the current campus directory. An extension of the deadline brought in a few more replies from those who had not discarded the materials. Many of the students, particularly the graduate and commuting students, rarely checked their mail boxes at the colleges; they were encouraged to do so or were sent another copy of the survey at a better address. Some students came to the Reference or Circulation desks by appointment and completed the survey on the spot. In many cases, however, the directory information was incorrect and the student was not reached. Some of the packets mailed were returned as undeliverable.

Of the 191 surveys sent to the graduate students, 124 were completed, a 65% return rate. Of the surveys sent to undergraduates, 225 of the 399 were completed, a return rate of 56.4%. Of the total 590 surveys mailed, 349 were returned for an overall return rate of 59.1%. Graduates represented 35.5% of the total return and undergraduates 64.5%. Following the selection of the winner of the drawing, ticket numbers were deleted from the print-out names as an additional step in confidentiality.

Faculty

The subgroup conducted lengthy discussions on whether or not to use a representative sampling of the faculty. However, since faculty are the library's central clientele, requiring the most support from the research collection as well as directing student use, their response was considered critical to the planning effort; therefore, the subgroup decided to contact all faculty members . The final version of the survey was sent to all members of the Committee on the Library for their comments as well as a test administration. A letter was sent to all department chairs asking them to encourage the members of their departments to participate in the survey. The Human Resources Department supplied a computer listing showing names and departments of all faculty and administrators, along with mailing labels. For the purposes of this survey, professors, associate professors, assistant professors and lecturers were counted as faculty; all others on the list were sent the administrators' survey.

In mid-February 1992, a member of the survey subgroup (or a volunteer from the library staff) attempted to reach each faculty member by phone to gain permission to send them a survey and to ask a few preliminary questions to establish their use of the library in general and specialized collections and services in particular. This last information determined which parts of the survey each individual would receive. Of 391 faculty called, 4 refused to take part, 5 said they did not use the library, and 45 were on sabbatical or otherwise unavailable. An additional 34 surveys were mailed to faculty who were not reached by phone.

Within a few days of the telephone call, everyone who agreed to participate was sent a five page general survey along with questionnaires pertaining to the collections or services the faculty member indicated using. There were ten of these special surveys, and very few faculty had used all of the services they represented. A final page asked for general comments. Included in the package were a cover letter and a personal note from the caller thanking the faculty member for his/her cooperation, along with a self-addressed return envelope.

Each survey was assigned a number which was written on the print-out and on the survey itself. When the completed survey was received, the number was checked on the print-out and erased from the survey. This procedure was followed to keep track of returns while maintaining confidentiality. Respondents were asked to return their surveys by March 13, and reminders were sent to those who had not done so (as indicated by the names not checked off). Of 424 surveys mailed, 270 were returned, producing a response rate of 63.67%.

Administrators

While students and faculty make up the majority of the university community that use the library, the subgroup wanted to make sure to include a sample of all the groups on campus that use the library's resources as part of their work. From a list of university employees provided by the Human Resources Department, the subgroup separated out those listed as administrative staff, visiting or adjunct faculty, post doctorate fellows, and research associates. Administrators who carry faculty appointments were included in this group as well. Librarians were omitted since they have other venues in which to voice their opinions. All the staff members selected use the library for their own research or to support the work of the faculty and university.

The subgroup decided the best way to reach all the staff on the list, especially the adjunct faculty who are difficult to reach by phone on campus, was to mail out the questionnaires. The faculty survey was the basis for the administrator/staff survey instrument, modified by eliminating questions and areas not appropriate for staff. The surveys were sent with a cover letter and a return envelope to campus addresses. The cover letter requested the survey be returned by March 13th.

The questionnaires were sent to the administrators and staff at the same time that the subgroup began contacting the faculty members by phone. The follow-up process used on the faculty survey was not used on this survey because the subgroup felt it was not necessary to obtain as high a return rate from the staff. Of 448 surveys sent out, 169 were returned, yielding a return rate of 34.63%.

The NEWSLETTER
The USC University Libraries
No. 31 March 31, 1992

A DAY IN THE LIFE OF THE USC LIBRARIES:

STUDENTS GIVE USC LIBRARIES HIGH MARKS IN RECENT SURVEY

Results from a December, 1991 survey of USC Library users indicate eighty-two percent of the users rated library services as useful or extremely useful. The Library Services Assessment Committee and University Librarian Peter Lyman organized the survey, the largest library survey ever conducted at USC, in order to identify library users and their needs as part of the strategic planning and budget process. Center for Scholarly Technology staff assisted with survey methodology and analysis.

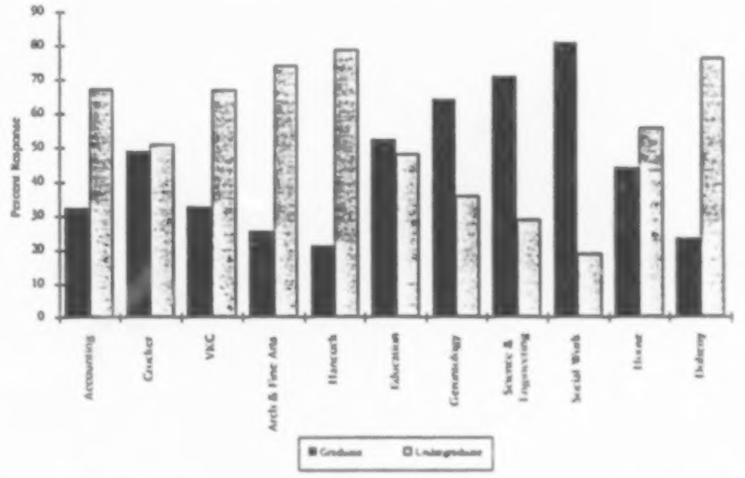
SURVEY DETAILS

On December 4, 1991, surveys were distributed and collected between library opening and closing times at each of the USC libraries (Doheny, Accounting, Art and Architecture, Crocker Business, Education, Gerontology, Hancock, Hoose, Schoenberg, Science and Engineering, Social Work and VKC).* Responses to the survey represent about one-third of all patrons visiting libraries on that day.

The survey covered four general areas: patron profile, library activities and facilities usage, perceived usefulness, and time of day. Participants in the survey included faculty, students, staff, alumni and non-USC users. The majority of respondents (92%) were student responses reflecting the large number of students, particularly undergraduates, served by the libraries. Of the 2,598 student responses, 1,581 were undergraduates, about 11 percent of the undergraduate student body. Chart 1 shows the distribution of respondents within the library where they completed the survey.

Student responses were grouped by school or major into University revenue centers. Student totals for the combination of professional school revenue centers (Accounting, Annenberg, Business, Education, Engineering, Gerontology, Public Administration, Social Work, and Urban/Regional Planning) account for 70% of the graduate students and 44% of the undergraduate students. Chart 2 shows the proportion of graduate and undergraduate students in the survey by their reported departments or majors.

Chart 1. Respondents by Location of Survey



STUDENTS ACTIVELY USE THE UNIVERSITY LIBRARIES

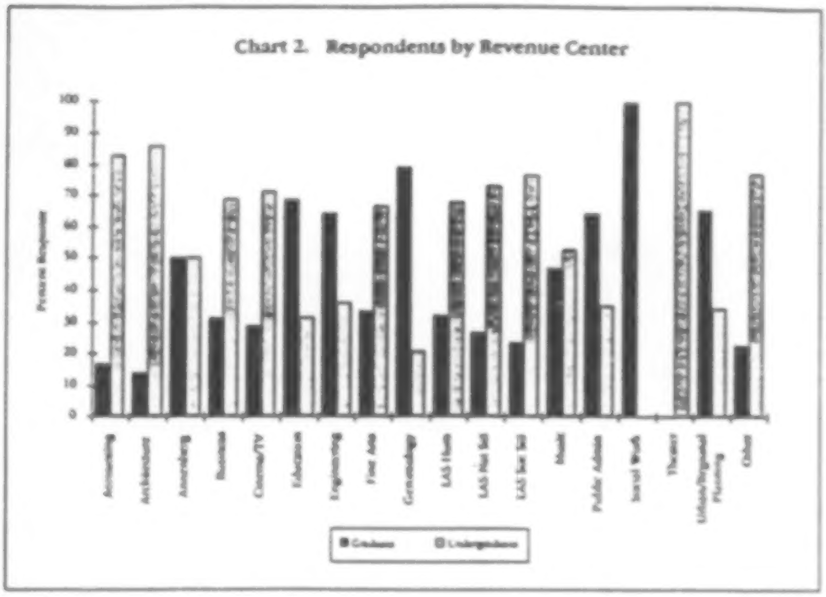
The survey asked respondents to mark all of their library activities during their visit and to indicate which one of those activities was the primary activity for the day. The results show that students engaged in an average of 4.5 library activities while visiting USC libraries on December 4. The distribu-

Editor's note: This special edition of the *Newsletter* is dedicated to the survey conducted by the Services Assessment Committee on December 4, 1991. The survey results give an insight into how our users view the library and its services. This is information that benefits us all, so it is fitting that the *Newsletter* disseminates it. Judy Truelson and the other committee members deserve our appreciation for their effort in producing the survey. Michael McHugh, assisted by Skip Eastman, has reformatted the report into the design you see here. I thank them for utilizing their skills and creativity on behalf of the *Newsletter*.

Medical and Law Libraries are not included in this study, as they are not part of the University Libraries.

BEST COPY AVAILABLE

Chart 2. Respondents by Revenue Center



tion of responses is shown in Chart 3. Each bar represents the percent of graduates or undergraduates who marked this activity.

LIBRARY USAGE PATTERNS DIFFER FOR UNDERGRADUATES AND GRADUATES

The 14 activities were grouped into three categories; learning activities, research activities, and document access, to aid in analysis. Undergraduate students were more likely to make learning activities their primary library activity — 41.7% for undergraduate students as compared with 32.3% for graduate students — and graduate students more likely to make document access a primary activity — 40% for graduate students as compared to 30.7% for undergraduate students. Graduate and undergraduate students engaged in almost the same amount of research activity — 27.7% for graduate students as compared with 27.6% for undergraduate students (See Chart 2), but this aggregation masks real differences. Further breakdowns indicate varying patterns of library usage across revenue centers as shown in Table 1. (Numbers of responses and percentages are shown in these tables. Percentages for small numbers of responses should be interpreted with caution.)

USAGE PATTERNS ALSO DIFFER AMONG LIBRARIES

The most frequently performed activities differed among the libraries. At Accounting, VKC, Architecture and Fine Arts, Science and Engineering, Hoose and Doheny libraries, learning activities were the most frequent primary activities; for Hancock and Social Work, document access was the most frequent activity; and research activities were the most frequent primary activities in the remaining libraries (Crocker, Education and Gerontology) (See Table 2).

HIGH STUDENT MARKS FOR USC LIBRARIES

In spite of differences in library activities among graduate and undergraduate students, the majority of graduate and undergraduate students rated their visit to the USC libraries as useful or extremely useful. Graduate and undergraduate ratings of library usefulness were remarkably similar. Over 28% of the graduate students and 28.7% of the undergraduate respondents ranked the libraries as extremely useful, while 54% of graduate and 53.6% of undergraduate respondents ranked the libraries as useful (See Chart 5). Again, the aggregated data mask significant differences in ratings by respondents across revenue centers. Table 3 provides this breakdown.

Fewer than 100 respondents marked "Not Useful" on their surveys. Detailed analyses indicated no prevalent pattern in these responses. They were spread across libraries, activities and student population.

Student perceptions of usefulness differed somewhat among libraries. Over 50% of the student users of Hoose and Hancock libraries found those libraries to be extremely useful. More than 50%

Chart 3. While Visiting These Library Facilities, Which of the Following Did You Do?

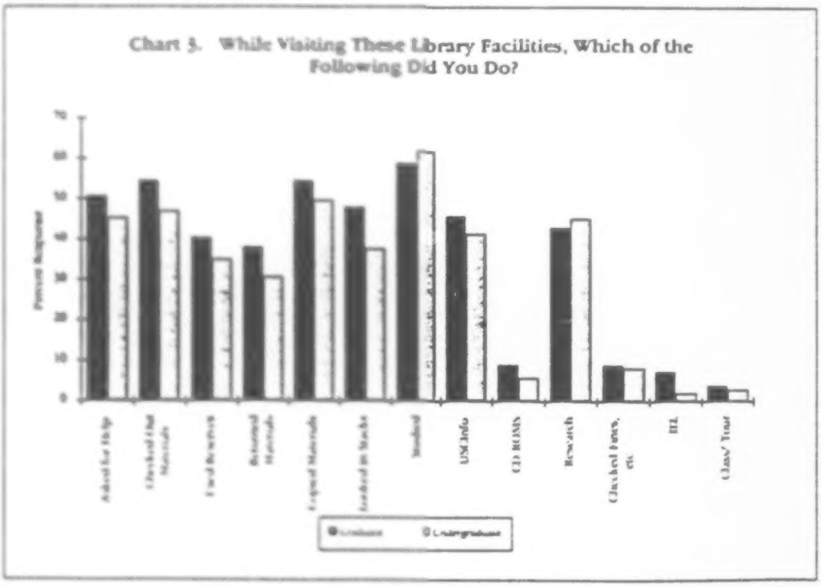
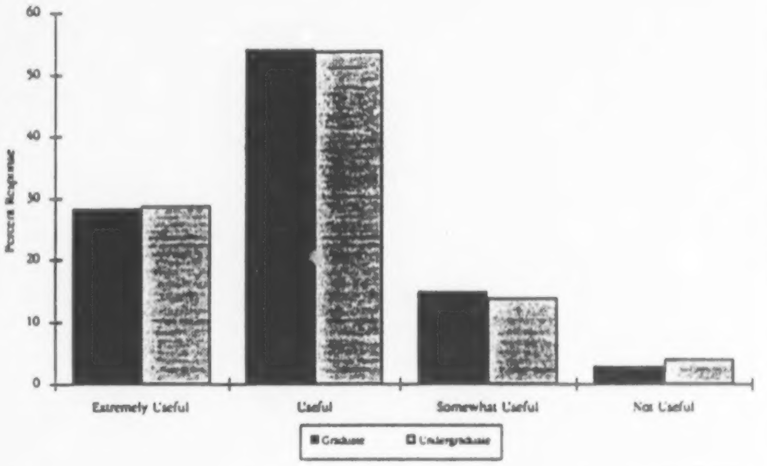


Chart 5. How Useful was Your Visit to the Library, by Status of Respondent



of the student users of most of the other libraries rated them as useful. Combined student ratings of extremely useful and useful ranged from a high of 97% for Gerontology library to a low of about 78% for Crocker and Doheny libraries (See Table 4).

TIME SPENT IN THE LIBRARY

Graduates and undergraduates spent about the same amount of time in the USC Libraries. About half of the graduates and undergraduates spent from 15 minutes to an hour in USC libraries, while the other half spent more than one hour in USC libraries on the survey day.

WRITTEN COMMENTS

In addition to the check boxes on the survey form, patrons were asked to write in any comments they had about the libraries. A total of 561 survey comments were received (some survey forms had several comments). Among these, some 15% (85) noted an inadequacy of library holdings across the library system; 13% (74) mentioned the quality of staff service received across the system (which was generally perceived as high quality); 9.6% (54) complained about copiers across the library system; 8.5% (48) requested longer library hours in Doheny, Gerontology, Seaver Science, Hoose, and Architecture and Fine Arts; and 7.8% (44) complained about missing volumes across the library system. Although survey comments suggest that the libraries are serving their patrons well, there are areas for improvement in each library unit. Individual analyses of survey data will be sent to each unit to take action on these findings.

A CONTINUING PROCESS

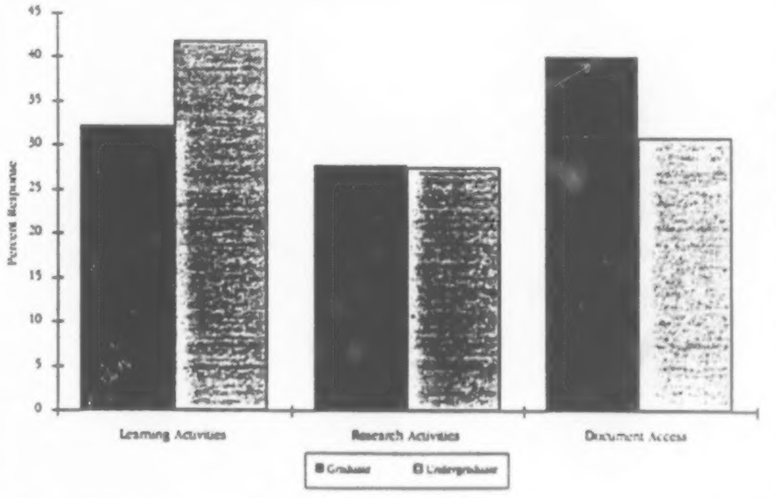
The USC libraries will be repeating the survey in March 1992 as a tool to continually improve the quality of service to patrons. Several parts of the questionnaire will be modified based on the results of the first survey, and an attempt will be made to increase the response rate. Suggestions for additional questions are welcome.

February, 1992

Services Assessment Committee:

Steve Hanson
Julia Johnson
Julie Kwan
Danielle Mihram
Judy Truelson, Chair
LaVonne Wuertz
Skip Eastman,
Center for Scholarly Technology

Chart 4. Primary Activity by Status of Respondent



COOPERATIVE INFORMATION RESOURCES DEVELOPMENT:
A CONSTITUENCY BASED POLICY ANALYSIS

FINAL REPORT TO THE
COUNCIL ON LIBRARY RESOURCES
WASHINGTON, DC

JANUARY 1994

THE TRIANGLE RESEARCH LIBRARIES NETWORK

DUKE UNIVERSITY
NORTH CAROLINA STATE UNIVERSITY
THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

I. Executive Summary

A planning and policy analysis grant was awarded to the Triangle Research Libraries Network (TRLN) under the "Setting Library Policies and Priorities in Research Universities" program of the Council on Library Resources (CLR), Washington, DC. This grant proposal was prepared by a group of Associate University Librarians from the three TRLN universities in fall 1990 and approved by CLR for funding in the amount of $100,000 on December 20, 1990. The grant was one of four projects funded by CLR under this program, the others being awarded to Columbia University, Harvard University and the State University of New York Center Libraries (Albany, Binghamton, Buffalo, and Stony Brook).

The initial objectives of the TRLN project were:

1) To investigate policy and service issues related to extending cooperative information resources development to the sciences and to materials in electronic formats, including an analysis of criteria for selecting shared resources.
2) To study and recommend organizational means by which constituencies in the Triangle research community can have effective input into the operation of cooperative information development programs.
3) To investigate funding strategies for shared resources and recommend a general policy and planning framework through which the universities can most effectively pursue a strategy of collaborative information resource development.

These objectives were originally scheduled for completion within roughly two calendar years, but, with CLR permission, this was extended to the end of calendar year 1993. Work on the project proceeded in three general phases: 1) planning, which started with the grant proposal development and continued through early fall 1991; 2) research, which started in fall 1991 and continued through early fall 1993; and 3) policy formulation, which also started in early fall 1991 and continues up to the present.

The major grant initiatives have included the following events, studies, and policy formulation initiatives:

- A symposium and planning retreat held at the Friday Continuing Education Center in Chapel Hill on May 28 and 29, 1991, brought together nearly 100 faculty, librarians, and administrators in the sciences and engineering from the three universities. External keynote speakers, panels of faculty and librarians, and working groups explored issues relating to cooperative information resources planning and recommended priorities for research studies and policy formulation initiatives.

- Drawing on official university sources on each campus, project staff put together a statistical profile of faculty, graduate students, and grant or contract expenditures in the sciences and engineering disciplines at all three universities. The expenditures part of the profile was updated to show trends over two fiscal years, and data on researchers in the Research Triangle Park and Triangle metropolitan area were added to the database.
- A survey of over 5,200 sciences and engineering faculty and graduate students on the three campuses in April and May 1992 probed for data on the use and value of information resources inside and outside the campus libraries. The survey results were tabulated for machine analysis with SAS software and have provided librarians and administrators on all three campuses with a wealth of data on the primary users of sciences and engineering information resources in the Triangle.
- A series of focus group discussions with selected faculty and graduate students from all three campuses was planned and carried out during the summer and early fall of 1993. These discussions were designed to probe for a better understanding of the responses to the 1992 survey and to test the focus group technique as a strategy for ongoing participation and feedback from faculty and students in the management of cooperative information resource development programs. These sessions were conducted by librarians or, in one case, a graduate student with a modest amount of training and preparation. They were videotaped and transcribed for further analysis. The results indicate that focus groups can provide a flexible, cost-effective means of identifying and exploring patterns of user behavior, user expectations, and user evaluation of existing services and resources.
- A policy formulation initiative to study the impact of current copyright transfer practices and legislation on the effective dissemination of scientific and technical information was undertaken by a task force of faculty, librarians, and university press editors in the Triangle. Their deliberations resulted in a "Model University Policy Regarding Faculty Publication in Scientific and Technical Scholarly Journals" which was distributed and extensively debated in publications and meetings of librarians, publishers, and research scholars locally and nationally. The Model Policy was also reviewed by a joint task force of the Association of Research Libraries and the Association of American Universities.
- On November 22, 1993, a final Project Symposium II was held at the Friday Continuing Education Center in Chapel Hill. Participants included some 60 faculty, librarians, and administrators from the three campuses along with one representative from the SUNY CLR planning project, the president of CLR, and this project's CLR program officer. The program for the day included a brief review of the

> research and policy development grant initiatives as well as the presentation and discussion (in small groups) of a model for cooperative access to science information resources, using chemistry as an example. Participants also discussed the potential uses of a new database, purchased in part with grant funds from this project, that includes citation data on Triangle faculty. The meeting concluded with a discussion of other TRLN grant initiatives which have been supported by this planning project or which will extend our collective ability to provide access to local and remote sciences and engineering information resources.

Joe A. Hewitt, then Associate University Librarian for Technical Services at UNC-CH, was designated as Project Director and Gary Byrd was hired at 0.15 FTE as Project Coordinator, starting in April 1991. A Project Steering Committee was established at the same time to oversee the planning, research, and policy formulation activities of the grant. The Steering Committee has included the following individuals:

John Abbott, Associate Head, Collection Development (Life Sciences), NCSU Libraries, NCSU;

Gary Byrd, Assistant Director for Finance, Planning & Research, Health Sciences Library, UNC-CH;

Edward (Ned) Brooks, Associate Vice Chancellor for Health Affairs, UNC-CH;

John W. Graham, Director of Planning, Office of the Vice President for Planning, Duke;

Joe A. Hewitt, Associate University Librarian for Technical Services, Acting University Librarian, and University Librarian, UNC-CH;

Connie K. McCarthy, Associate University Librarian, Duke;

Katherine (Kitty) Porter, Head, Chemistry Library, Duke; and

Suzanne Striedieck, Associate Director for Technical Services and Collection Management, NCSU Libraries, NCSU.

The project research studies were carried out with the help of two graduate research assistants hired part-time over the course of the project with grant funds. Both Ann O'Neill and Bernard Bayer were doctoral students in the School of Information and Library Science at UNC-CH while working on the project studies. Significant secretarial support services were also provided by staff at Davis and the Health Sciences Library of UNC-CH during many phases of the project.

The project studies indicate that Triangle faculty and graduate students in the sciences and engineering have long-standing patterns of information resources use which they want to see continued and strengthened:

- they use a local, often departmental, library that is nearby and familiar.
- they browse a familiar set of known resources.
- when they need a particular item, ease and speed of access are critical.

- they accept the need to obtain some resources from outside the library, but are impatient with complex procedures and lengthy waits.
- they experience the advantages of using electronic information resources most readily in the use of the various bibliographic databases used for tracking down citations, in which case they tend to prefer electronic tools; in most other cases, they continue to prefer print.

Armed with this useful background understanding of user needs and preferences, TRLN librarians will be working together to implement recommendations for further or continued action in four areas:

(1) The development of regular ongoing strategies for consultation with and education of users about the information needs and preferences which will shape the future services and resources of the TRLN libraries.

(2) Collaboration to shape TRLN collections and services which provide direct access, easy use (unmediated where possible), and fast delivery of needed information resources.

(3) Deliberations with faculty, students, librarians, and campus administrators to re-envision a scholarly communication system where scholars and their institutions work together to ensure widespread, reasonable-cost access to published research results.

(4) Recognition of the importance and creative power of administrator/faculty/student/librarian collaboration through continued strategic discussions, planning, and resource allocations.

D. FOCUS GROUPS RESEARCH

As a follow-up to the 1992 information needs and use survey, the Steering Committee studied and planned a series of focus group interview sessions with selected faculty and graduate students from each campus. These sessions served three principal functions: 1) to explore and more fully understand the responses to the 1992 survey; 2) to involve faculty and students in shaping possible strategies for developing new or improved cooperative resources and services; and 3) to experiment with the focus group technique, as a methodology for providing ongoing input from the libraries user communities for future program development and management. There are many advantages to focus groups as a research methodology which have been well-documented in the literature (see the selected bibliography in Appendix J). As a method for probing the survey results, the Steering Committee was particularly attracted by the following advantages of the focus group strategy:

- Participants use their own words to express their perceptions.
- The process usually takes less time than a survey.
- Focus groups offer unexpected insights and more complete information.
- One participant's remarks often stimulate others to new insights.
- The process is flexible and can clear up confusing responses.

In addition, and perhaps more importantly for the long-term success of this planning project, the focus group strategy offers an alternative to the typical standing faculty and student advisory committees for the development and ongoing management of cooperative library and information services. The geographic distances between the three campuses and other logistical barriers such as parking, make standing committees difficult to maintain in the best of circumstances. The Steering Committee came to the conclusion that focus groups should be tested as a potentially better methodology for the following reasons:

- The network information services for the sciences and engineering will be multi-disciplinary and multi-institutional. Thus, systems for representing user subject interests, institutional affiliations, and organizational units will be very complex.
- The information resources and services which evolve from this project will also be multi-layered and multi-dimensional. Thus, the nature of user input will range from technical advice at various levels, to policy guidance and subject content judgements and evaluations. Standing committees with fixed rotating terms cannot provide the range of advice needed.
- Most faculty and administrators are already overburdened with committee work and students always feel overburdened with course work or research. Thus, finding the best faculty and students to commit to a demanding committee assignment will be difficult.

Six focus group interview sessions were held with project grant support; four at UNC–CH, one at NCSU, and one with participants from all three universities. In addition, project staff drew on the results of an earlier focus group process conducted with faculty and students at Duke University. Faculty and graduate students from a wide range of science and engineering disciplines were recruited by librarians to participate in the focus groups, which averaged about seven participants each. Some participants were frequent users of libraries, others said they rarely use library services. The interview sessions (with the exception of the earlier sessions conducted at Duke) were held in June and during the fall 1993 semester with Triangle university librarians (or, in one instance, a library science doctoral student) acting as group facilitators. Each focus group session was videotaped and then transcripts and summaries were created from the tapes.

Four broad questions and additional probing questions were prepared by the Steering Committee as guides to the facilitators for each focus group session. In addition, each faculty or graduate student participant was given a brief scenario outlining the kinds of services and resources one might expect in a more tightly coordinated and electronic future TRLN network environment. (A copy of the questions and scenario is included with this report as Appendix K.) These questions and scenario grew out of discussions in the Steering Committee and at an afternoon meeting with all Triangle science and engineering library managers held in the Research Triangle Park on April 22, 1993. At that meeting, the Steering Committee reviewed the project research results to date and asked for advice on the questions to be explored with faculty and graduate students in the focus groups.

Results

Four main areas of concern arose from the focus group discussions of the questions and scenario. They were: 1) transportation and document delivery services; 2) access to resources and browsing; 3) access to paper copies and images; and 4) library user services and current awareness.

TRANSPORTATION AND DOCUMENT DELIVERY SERVICES

Transportation and document delivery includes the movement of people and materials among the TRLN libraries. Physical barriers, especially the distance between libraries and the universities, were viewed as a major problem by these faculty and students. Parking was mentioned in all the focus groups as the biggest barrier preventing frequent use of the resources at the other Triangle universities.

Speed of document delivery was the next major concern of the focus group participants. Interlibrary loan is perceived to be too slow to meet the needs of these faculty and graduate students, especially in terms of research needs. Many said they either delay their research or do without relevant information resources because of slow document delivery. Others said it often seemed faster to deal with the parking problems and personally go to another library to get the materials so work would not be delayed.

The consensus of the focus group participants was that any future document delivery service, either by paper, fax, or electronic means, must provide very fast service, preferably within 24 hours of the request.

ACCESS TO RESOURCES AND BROWSING

The current system of departmental libraries is very good for "instant" access and browsing capabilities. Most participants said they were very familiar with their primary library, so they can generally find a book or journal to check a fact quickly. Many mentioned that knowing the library staff makes them feel very much at ease, provides personalized service, and is a key element of the current system they do not want replaced by electronic services.

The ability to browse materials is extremely important to these faculty and graduate students. For many, this is how they stay current with the developments outside of their specialty. Browsing also facilitates serendipity. In every group there was at least one story of finding a relevant article by browsing books or journals or while searching a CD-ROM citation or abstracts database.

Any future system will need to find ways to balance the "hometown" atmosphere of the present system with the convenience of immediate, but distant, electronic access. The participants in these focus groups said they do look forward to a more complete electronic information environment, although many mentioned that they would like more training from librarians. Future electronic systems should include a browsing feature with at least abstracts and, ideally, full text and graphics capabilities. Librarians need to lead users into the electronic era, guide them to relevant sources, and make them aware of the differing strengths, weaknesses, and overlap of the many databases and other resources that may be relevant to their area of research.

ACCESS TO PAPER COPIES AND IMAGES

Despite comments about the different types of photocopiers and incompatible card interfaces used in the various Triangle libraries, the current system for making paper copies works well for these faculty and graduate students. The images are clear and can be easily taken out of the library for study and annotations directly on the copy. Personal paper copies also allow these users to build personal libraries in their home, office, and/or lab.

Some focus group participants stressed that important information can be lost due to a bad photocopy or poor fax quality. A printed original does not distort pictures, graphs, spectra, or other images. For some the information contained in pictures can be more valuable than the text.

The focus group participants acknowledged that the computer technology is available now, or soon will be, to replicate quality images on computer screens. They did however express concern about the computing power and disk space this would require and the amount of time to download such data. Any future system will have to provide clear copies of both text and graphics, and must be at least as clear as today's photocopy technologies. Laser printers were mentioned as one way to make clear personal copies.

While full text is the ideal for the electronic future, some patrons stressed that comprehensive article indexes must be maintained. Several mentioned that conferences are not indexed, but that in their fields these are the major forum for the most current research.

LIBRARY USER SERVICES AND CURRENT AWARENESS

From the point of view of the focus group participants, the area of user services and current awareness is perhaps the one area where the current library systems for the sciences and engineering needs most improvement. Many faculty, and some graduate students through their advisors, subscribe to their own table of contents service, most often the Institute for Scientific Information's *Current Contents* on disk. To these faculty and graduate students, such a service seems to be natural for libraries to provide. This could be done by librarians assigned to faculty groups or by a computer system maintained by the libraries that would alert users to articles or books of interest. Faculty would provide the key terms to tailor the service to their particular interests and needs.

Many of the focus group participants also encouraged librarians to market their services more actively and regularly, preferably using electronic formats such as electronic mail or bulletin boards. Many participants said they would like annual updates of new services or databases acquired by the libraries. Several suggested that this could be done as a menu option on the new DRA system.

Other services the focus group participants said Triangle librarians could provide to help meet their information needs were: specialized information management training by discipline or skill level; improved awareness of databases; more comprehensive indexes and abstracts; and more information resources for teaching, such as audiovisual materials, software, illustrations, Internet services, and access to popular press materials.

Finally, these focus group participants suggested that a more cooperative system will require the libraries to coordinate their policies on individual campuses as well as between the universities. More attention needs to be paid to the growing interdisciplinary nature of the research and teaching conducted in the Triangle. The participants wanted to be assured that the canceling, as well as purchasing, of titles will be coordinated among the TRLN libraries, so that important titles do not "disappear" from the area.

Conclusion

Overall, the focus group participants said they were very pleased with the services and materials provided by the TRLN libraries. These opinions held even as they acknowledged the financial strains of the past several years. Libraries and librarians are valued by these science and engineering faculty and graduate students. They are looking to librarians for leadership in exploring ways to improve services and lead their patrons into the new electronic age. However, they urged librarians not to forget that having a person to talk to in the library is perhaps the most valuable resource of all.

The results of these focus group interviews indicate that this research methodology can provide a flexible, cost-effective means of identifying and exploring patterns of user behavior, user expectations, and user evaluation of existing services and resources. In our experience, library staff with some modest training can be very effective group facilitators. Also, faculty and graduate students participate willingly when asked to share their views and experiences in a single one- or two-hour session.

Questions for Focus Groups

1) What information resources do you need regularly that are not owned by your library? Are there resources in the library that are not readily accessible when you need them?

Probing questions:

-- What kinds of items are included in your personal information resources collection? How current are these items?

-- Does your personal information resources collection reflect particular library weaknesses?

-- Have you asked the library to purchase any of the items in your personal information resources collection?

2) What determines whether you need an information resource very quickly (e.g., in a day or less)? What do you do if the library cannot provide the information that quickly?

Probing questions:

-- What features would you like to see in a system that makes it easy to locate and get copies of documents from other libraries here in the Triangle or from other domestic or foreign libraries?

-- What document delivery services would you like to have available at your desk via telephone or your computer workstation?

-- What kinds of information would you like to have delivered to your work desk within one or two days from any Triangle library?

-- What, if anything, prevents you from using current library document delivery services like inter-library loans or the campus document delivery services? What do these services need to make them more successful in meeting your needs?

-- Which Triangle libraries do you use regularly, either in person or indirectly through other access means?

3) The following is a random order list of services and resources provided by most of the Triangle university libraries for sciences and engineering faculty and graduate students:

- **Display of current journal issues for browsing**
- **Terminals to search the online catalog (BIS)**

* Workshops and other training on the effective use of databases and other library resources

* Computer workstations for searching compact disk and other online bibliographic databases such as MEDLINE, BIOSIS, INSPEC, Chemical Abstracts, NTIS, etc.

* Interlibrary loans from other libraries

* Telephone reference services

* Library photocopy machines

* Books organized by broad subject classification (call number).

* In person consultation with a reference librarian

* Having a trained librarian search one or more bibliographic databases for a fee

* Bound volumes of older journals arranged by title or call number

Which of these resources and services do you use regularly (at least once a month) in your primary Triangle university library?

Probing questions:

-- How can the Triangle university libraries best describe and communicate their services and resources so you will feel informed and ready to take maximum advantage of all that is available?

-- How can we librarians best inform you of our services? What would be good marketing strategies?

-- If you do not use these library services or resources, where do you get your information?

-- Why do you not use certain library services or resources?

4) What information resources and services do you use to support your research? Your teaching? Your undergraduate students' needs?

Probing questions:

-- What can the Triangle university libraries do to make your research, teaching, or undergraduates more productive and effective?

-- What place do foreign language materials have in your research, teaching, or undergraduate training?

Scenario

(1) Imagine that all the libraries at Duke, State and Carolina have been reorganized into a single tightly coordinated system with uniform policies, procedures and mechanisms for access to and use of the network's resources and services. Registering as a borrower at any branch library on any one of the campuses automatically registers you as an authorized user of any other Triangle library. A single borrower's card allows you to use all the services and resources of any Triangle library, including services like photocopying which carry fees. Online and CD-ROM databases located at any one library can be searched from personal or library computer workstations using the passwords automatically provided with your library borrower's card.

How would such an information environment change the way you conduct research or teach your students? What if any additional features would be desirable to include in such a future Triangle library network?

SELECTED READINGS

Selected Readings

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